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ANNUAL SCHOOL REPORT

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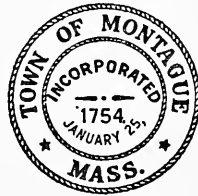


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Town of
MONTAGUE
Massachusetts

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ANNUAL REPORT
of the
SCHOOL COMMITTEE
of the
TOWN OF MONTAGUE



For the Year Ending December 31, 1961

SCHOOL COMMITTEE

Chairman

Joseph E. H. Bonnette

Clerk

James Thurston, Jr.

COMMITTEE

| Name | Residence | Term Expires |
|-----------------------|----------------------|--------------|
| Joseph E. H. Bonnette | Turners Falls, Mass. | 1962 |
| James Thurston, Jr. | Turners Falls, Mass. | 1963 |
| William J. Powers | Turners Falls, Mass. | 1964 |
| Kenneth A. Sheridan | Turners Falls, Mass. | 1963 |
| John W. Shanahan | Turners Falls, Mass. | 1964 |
| Daniel Kelleher | Turners Falls, Mass. | 1963 |
| Francis R. Pleasant | Turners Falls, Mass. | 1964 |
| Robert A. Cade | Montague, Mass. | 1962 |
| Lawrence M. Proulx | Turners Falls, Mass. | 1962 |

SUPERINTENDENT OF SCHOOLS

Arthur E. Burke

15 Crocker Avenue, Turners Falls, Mass., Telephone UN 3-4534
Office: Turners Falls High School, Telephone UN 3-4505

Secretary to Superintendent of Schools

Catherine M. Kelley, Telephone UN 3-4529
8 Chestnut St., Turners Falls, Mass.

Assistant Secretary

Mrs. Irja V. Haynes, Telephone UN 3-2842
Highland Circle, Turners Falls, Mass.

Office Hours

Daily 8:30 A.M. to 12:00 1:30 P.M. to 5:00 P.M.

Saturday 9:00 A.M. to 12:00

The Superintendent may be seen at his office by appointment.

ROSTER OF PERSONNEL

as of December 31, 1961

Turners Falls High School

| Name | Position | Where Educated | Began Service |
|----------------------------|---|--|---------------|
| George F. Wrightson | Principal, Director of Guidance | Holy Cross, A.B., Univ. of Mass., M.S. * | 1929 |
| Charles H. Galvin | Science | Norwich University * | 1931 |
| Edward Bourdeau | Mathematics, Asst. Coach | University of Mass., B.S. and M.S. * | 1948 |
| Constantine O'Doherty, Jr. | Head Coach, Director of Athletics, Social Studies | Georgetown University, B.S.S. * | 1960 |
| George F. Bush | Social Studies | Williams College, A.B., University of Mass., M.S. | 1952 |
| Helen McGillicuddy | Librarian, Library Science | Connecticut College for Women * | 1932 |
| William J. Connelly | English, Spanish | Amherst College, Univ. of Mass., M.S. * | 1948 |
| Mrs. Louisa A. Barclay | English, Guidance | Radcliffe College,* Boston St. Teachers Col., M.Ed * | 1955 |
| Frederick B. Oakes | English, Visual Ed., Guidance | Tufts College, A.B., Univ. of Mass., M.S. | 1943 |
| Louise M. Clark | Latin | University of Vermont * | 1933 |
| Albert G. Routhier | French, Guidance | Univ. of Montreal, B.Ph., Boston College, M.A.T. | 1960 |
| Evelyn C. Lindsay | Mathematics | Bates College, Columbia Univ., M.A. * | 1928 |
| Olive L. Little | Commercial, Guidance | Bay Path Institute * | 1926 |
| Mrs. Elizabeth Wilczynski | Commercial | Smith College, Northampton Comm. Col. * | 1950 |
| Margaret Crean | Commercial | University of Mass. * | 1937 |
| Alice H. Reum | Home Economics | Framingham Teachers College * | 1937 |
| Mrs. Jean N. Martin | Mathematics, Science | Platteville, Wis. STC * | 1956 |
| Harold R. Fugere | Physical Education | Arnold College, University of Mass., M.S. * | 1956 |
| Richard Kossakoski | Driver Education | Keene Teachers College | 1959 |
| | Manual Training, | | |
| | Mechanical Drawing | | |
| Maurice F. Donovan | English, Dramatics, School Publications | Boston College * | 1959 |
| John F. Bassett | Science, Phys. Ed. | Arnold College * | 1959 |
| Robert Plaisted | Government | Bates College, A.B., Boston Univ. Law L.L.B. | 1961 |

| Name | Position | Where Educated | Began Service |
|-------------------------|--|--|---------------|
| Mrs. Charlotte Potter | English | University of Maine * | 1958 |
| Leo Van Beaver | Science | Boston College * | 1961 |
| Fred P. Kenney, Jr. | History, Basketball Coach | Florida State Univ. M.S. | 1961 |
| Grammar School | | | |
| Daniel R. Morrison | Principal, Grades 7-8 Science | Westfield Teachers' College, Univ. of Mass., M.Ed. * | 1958 |
| Carle Ellis | Grades 7-8, Science | University of Mass. * | 1959 |
| Mrs. Rita E. Kersavage | Grades 7-8, English Guidance | North Adams Teachers Col., Univ. of Mass., M.S. * | 1939 |
| Mrs. Ethel McLaughlin | Grades 7-8, Geography Guidance | North Adams Teachers College * | 1919 |
| Blondena J. Argy | Grades 7-8, English, Lit., Guidance | Fitchburg Teachers College * | 1921 |
| Mrs. Phyllis Hardy | Grades 7-8, Arithmetic | Salem Teachers College * | 1957 |
| Mrs. Sophia H. Libby | Grades 7-8, History | Worcester Teachers College * | 1949 |
| Mrs. Helen K. Trembl | Grades 7-8, Arithmetic | New Rochelle College, Univ. of Mass., M.E. * | 1948 |
| Mrs. Irene Martineau | Grades 7-8, English | Smith College * | 1955 |
| John E. Lyons | Grades 7-8, English, Social Studies & Coach | Springfield College, Westfield St. College, M.Ed. | 1961 |
| Hillcrest School | | | |
| Mrs. Marjorie O'Connell | Principal, Grade 3 | Framingham Teachers College * | 1935 |
| Mrs. Eileen Shea | Grade 1 | Framingham Teachers College * | 1920 |
| Mrs. Edith Cadran | Grade 1 | Boston Teachers College * | 1951 |
| Glenna M. Gibson | Grade 2 | Boston University, M.E. | 1958 |
| Mrs. Martha Morrison | Grade 2 | Westfield State Teachers College * | 1958 |
| Mrs. Doris Bednarz | Grade 3 | North Adams State Teachers College * | 1958 |
| Mrs. Elizabeth Kabaniec | Grade 4 | Fitchburg Teachers College * | 1944 |
| Amy Clark | Grade 4 | Fitchburg Teachers College * | 1950 |
| Mrs. Helen Tippet | Grade 5 | Beaver College * | 1956 |
| Mrs. Edith M. Keough | Grade 5 | Westfield Teachers College * | 1924 |

| Name | Position | Where Educated | Began Service |
|--------------------------------|--------------------|--|---------------|
| Lucille Grogan | Grade 6 | Fitchburg Teachers College, Univ. of Mass., M.S. * | 1932 |
| Mrs. Elizabeth Lizotte | Grade 6 | Fitchburg Teachers College * | 1956 |
| Mollie E. Stratton | Kindergarten | Fitchburg Teachers College * | 1942 |
| Marian E. Cowan | Special Class | University of Maine * | 1930 |
| Central Street School | | | |
| Marjorie E. Studer | Principal, Grade 2 | Lesley College * | 1933 |
| Rhea Shulda | Grade 1 | Westfield State Teachers College * | 1957 |
| Mrs. Patricia Edwards | Grade 3 | Bowling Green State Univ. * | 1961 |
| Mrs. Dorothy Lombard | Grade 4 | North Adams Teachers College * | 1955 |
| South End School | | | |
| Mary A. Miner | Principal, Grade 5 | Castleton Normal, Vt. * | 1923 |
| Jeanne Couture | Grade 6 | Regis College, M.S. * | 1950 |
| Mrs. Martha Robinson | Grade 5 | University of Mass. * | 1961 |
| Mrs. Rose Murphy | Kindergarten | College of Our Lady of the Elms * | 1958 |
| Montague City School | | | |
| Lenita Clark | Principal, Grade 2 | North Adams Teachers College * | 1944 |
| Dale Benjamin | Grade 1 | Endicott College * | 1961 |
| Mary Shanahan | Grade 3 | Our Lady of the Elms College, M.S. * | 1954 |
| Mrs. Margaret Jangro | Grade 4 | Fitchburg Teachers College * | 1954 |
| Highland School, Millers Falls | | | |
| Beatrice Alber | Principal, Grade 4 | North Adams Teachers College * | 1928 |
| Mrs. Katherine McLaughlin | Grade 1 | North Adams Teachers College * | 1951 |
| Mrs. Kathryn Flagg | Grade 2 | Worcester Teachers College * | 1954 |
| Mrs. Helen Mayhew | Grade 3 | Fitchburg Normal School * | 1958 |
| Agnes K. Griffin | Grade 5 | Westfield Teachers College * | 1925 |
| Virginia E. Stoughton | Grade 6 | Bates College * | 1949 |
| Paula Pilkington | Kindergarten | North Adams Teachers College * | 1956 |

Montague Center School

| Name | Position | Where Educated | Began Service |
|------------------------|--------------------|--|---------------|
| Mrs. Colette Powers | Principal, Grade 1 | Rhode Island College, Columbia Univ., M.A. * | 1951 |
| Joseph W. Libby | Grade 5 | Aroostook State Teachers College * | 1958 |
| Mrs. Charlotte Choleva | Grade 1 | Framingham State Teachers College* | 1958 |
| Mrs. Doris Jeffrey | Grade 2 | Castleton, Vt., State Teachers College | 1957 |
| Mary E. Hinkell | Grade 3 | Our Lady of the Elms College | 1961 |
| Mrs. Cecelia Kocsis | Grade 4 | Westfield Teachers College* | 1952 |
| Mrs. Adah Hogan | Grade 6 | Port Byron Teachers Training School | 1956 |
| Paula Pilkington | Kindergarten | North Adams Teachers College* | 1956 |

Supervisors

| | | | |
|---------------------|-----------------------------------|--|------|
| Florence E. Argy | Vocal Music | University of Rochester* Eastman School of Music | 1931 |
| Donald G. Short | Band, Instrumental Music | Boston University, M. M. | 1961 |
| Warren Brigham | Orchestral Music | Columbia College, Canadian Academy of Music | 1958 |
| Mary C. O'Brien | Art | Mass. School of Art* | 1944 |
| Mrs. Helen C. Reidy | Physical Education | Sargent School of Phys. Ed.* | 1941 |
| Mrs. Beda Langevin | Lip Reading and Speech Correction | Univ. of N.H., Clark School for the Deaf | 1946 |

School Nurse

| | | |
|----------------------------|--|------|
| Euphrasia Purrington, R.N. | New England Deaconess Hospital Simmons College, Boston University B.Ed. | 1945 |
|----------------------------|--|------|

*Plus professional improvement courses

School Physicians

Dr. Kenneth W. B. Jacobus
Dr. Emid D. Elgossin
Dr. Warren D. Thomas

Turners Falls, Mass.
Millers Falls, Mass.
Montague, Mass.

Census Enumerators

Precinct I—Turners Falls

Michael Conway

Mrs. Raymond Denkewicz
Mrs. Bertha DeWolf

Francis W. Passino

Catherine M. Kelley
Mrs. Irja V. Haynes
Patricia Smith

Precinct II—Millers Falls
Precinct III—Montague

Attendance Officer

Turners Falls, Mass.

Secretaries

Superintendent's Office
Superintendent's Office
High School Office

Custodians

Turners Falls High School
Turners Falls High School
Grammar School
Repair Man & Custodian of South End School
Central Street and Montague City School
Hillcrest School
Hillcrest School & High School Auditorium & Gym
Highland School, Millers Falls
Montague Center School

Cafeteria Personnel

Mgr., High School Cafeteria
High School Cafeteria
High School Cafeteria
Mgr., Highland School Cafeteria
Highland School Cafeteria
Mgr., Montague Center Cafeteria
Montague Center Cafeteria
Mgr., Hillcrest School Cafeteria
Hillcrest School Cafeteria
Hillcrest School Cafeteria

Mrs. James Staiger
Mrs. Lydia Kuklewicz
Mrs. Jeannette Gray
Mrs. Hugh M. Brown
Mrs. Stuart Dykes
Mrs. Barbara Annear
Mrs. Eleanor Savin
Mrs. Mary Whiteman
Mrs. Bettine Gleba
Mrs. Sylvia Karpinski

Charles Swinko
Stephen Jablonski
Alfred Courtemanche
John Boulanger
Charles Beauchamp
Joseph Leveille
John Nicewicz
Laurence Marvel
Robert Ross

SCHOOL CALENDAR - 1962

SECONDARY SCHOOLS

| | |
|---|----------|
| Open: January 2, 1962 - Close February 16, 1962 | 7 weeks |
| Winter Vacation - one week | |
| Open: February 26, 1962 - Close April 13, 1962 | 7 weeks |
| Spring Vacation - one week | |
| Open: April 23, 1962 - Close June 22, 1962 | 9 weeks |
| Summer Vacation | |
| Open: September 5, 1962 - Close December 21, 1962 | 16 weeks |
| Christmas Vacation | |
| | <hr/> |
| | 39 weeks |

ELEMENTARY SCHOOLS

| | |
|---|----------|
| Open: January 2, 1962 - Close February 16, 1962 | 7 weeks |
| Winter Vacation - one week | |
| Open: February 26, 1962 - Close April 13, 1962 | 7 weeks |
| Spring Vacation - one week | |
| Open: April 23, 1962 - Close June 14, 1962 | 8 weeks |
| Summer Vacation | |
| Open: September 5, 1962 - Close December 21, 1962 | 16 weeks |
| Christmas Vacation | |
| | <hr/> |
| | 38 weeks |

SCHOOL HOLIDAYS

| | |
|---|-----------------------------------|
| Friday, April 20, 1962 (falls during vacation) | Good Friday |
| Wednesday, May 30, 1962 | Memorial Day |
| Monday, September 3, 1962 | Labor Day |
| Tuesday, September 4, 1962 | Organization Meeting of Teachers |
| Wednesday, September 12, 1962 | Franklin County Fair |
| Friday, October 12, 1962 | Columbus Day |
| Monday, October 22, 1962 | Franklin Co. Teachers' Convention |
| Monday, November 12, 1962 | Veterans' Day |
| Thursday, November 22, 1962 | |
| and Friday, November 23, 1962 | Thanksgiving Holidays |
| Friday, December 21, 1962 -noon | Christmas Holidays Begin |

NO SCHOOL SIGNAL

It will be the policy of the School Department to sound the NO-SCHOOL SIGNAL only in cases of extreme weather conditions. Many pupils are transported to and from school, and conditions in the several precincts may vary so that it may be difficult to reach a decision that is equally fair to all pupils.

Therefore, when it has been decided to keep schools open on stormy days, parents are urged to exercise their personal judgment as to the wisdom of sending their children to school.

The NO-SCHOOL SIGNAL will be two blasts of the fire alarm signal repeated once (2-2):

At 7:15 A.M. indicates NO-SCHOOL for Turners Falls High School.

At 7:45 A.M. indicates NO-MORNING SESSION in elementary schools.

At 12:30 P.M. indicates NO-AFTERNOON SESSION in the Kindergarten and elementary schools.

At Millers Falls the signal will be two blasts from the fire alarm signal repeated once (2-2).

At Montague Center the pupils will have to depend chiefly on the radio announcement from Station WHAI and information from the drivers of the school busses who will use all means possible to circulate information. If possible, it will be the policy to sound the fire alarm at Montague Center.

REPORT OF THE CHAIRMAN OF THE SCHOOL COMMITTEE

To the Citizens of the Town of Montague:

The organizational meeting of the Montague School Committee was held on March 8, 1961. One new member joined the committee, Mr. Francis Pleasant. Mr. James Thurston, Jr., was chosen as Clerk and the following committee assignments were made:

School Expenditures

Mr. Robert Cade
Mr. Francis Pleasant
Mr. William Powers
Mr. Joseph E. H. Bonnette

Transportation

Mr. Daniel Kelleher, Chairman
Mr. James Thurston
Mr. Francis Pleasant

Budget

Mr. William Powers, Chairman
Mr. Lawrence Proulx
Mr. Robert Cade
Mr. James Thurston

Maintenance and Repairs

Mr. William Shanahan, Chairman
Mr. James Thurston
Mr. Francis Pleasant

Custodial Liaison

Mr. James Thurston, Chairman
Mr. William Shanahan
Mr. Francis Pleasant

Teacher Liaison

Mr. Robert Cade, Chairman
Mr. Lawrence Proulx
Mr. Kenneth Sheridan

The School Committee held a total of twenty-three meetings during 1961. There were twenty regular meetings and three special meetings. In addition to that, the Budget Committee met twelve times.

The Maintenance and Repairs Committee visited all the school buildings and prepared their recommendations for the consideration of the Budget Committee. The Transportation Committee also made its recommendations after reviewing several transportation problems.

The Montague School Committee is composed of nine people who are elected by popular vote and who devote many hours to School Committee meetings without financial compensation. Although the primary concern of the committee has continued to be that of providing the finest possible education for the boys and girls of Montague, the committee has functioned in many and varied ways. In general, the main function has involved policy determination by which the schools operate, but it also reviews certain proposals, requests and criticisms, constructive and otherwise, submitted to them, and continually re-evaluate the school program for which they are responsible.

The Committee's duties might be deemed legislative, inasmuch as they determine policies, and delegate the execution of these policies to the Superintendent, who is the Executive Officer.

In reviewing the items which appeared on School Committee agenda during 1961 which influence the schools in one way or the other, we might mention the following:

Revision of Teachers' Salary Schedule.

Renewal of transportation contracts.

Revision of fire insurance program.

Establishment of the position of Administrative Assistant.

Re-evaluation of school building contents.

Revision of custodial services.

Revision of maintenance program.

Study of future High School classroom needs.

Additional subsidy of Physical Education program.

Civil Defense in our schools.

Maintenance and repairs projects.

Interviews with teacher applicants.

Operational review of school cafeterias.

One of your committee's chief concerns during the past year has been the problem of adequate space for our High School. At present there are 586 pupils enrolled and conditions are crowded. The space previously used by the School Committee for its meetings has been converted to classroom use and a room in the Grammar School is also being used for High School instruction. A mutual effort to plan for the future physical needs of our High School will be necessary before too long.

As a part of my responsibility, I present herewith a statistical financial report for the fiscal year 1961. Before doing so, however, I want, on behalf of the School Committee, to express our appreciation to the Montague Finance Committee for their fine spirit of cooperation and their willingness to assist us in our financial problems and emergencies.

MONTAGUE PUBLIC SCHOOLS

RECEIPTS — REIMBURSEMENTS — BALANCES — 1961

From the Commonwealth:

State Aid, Chapter 70:

| | |
|----------------|-------------|
| April 28, 1961 | \$29,292.72 |
| May 15, 1961 | 20,504.90 |
| June 27, 1961 | 18,627.82 |

\$68,425.44

Transportation (1961 Claim)—Nov. 27, 1961 14,595.54

Special Class Education (1961 Claim)

November 22, 1962 5,264.43

Youth Service Board Tuition—October 15, 1961 556.78

State Wards—Tuition—Transportation

August 10, 1961 488.50

| | | |
|--|--------------|--------------|
| Vocational School Tuition—Transportation (1960 Claim) November 27, 1961 | 2,005.44 | |
| Montague Center School Reimbursement, December 1961 | 4,651.36 | |
| Adult Civic Education Reimbursement (1961 Claim) December 1961 | 53.25 | |
| | <hr/> | |
| Total State Aid | | \$ 96,040.74 |
| From Federal Sources: | | |
| George Barden Fund — December 1961 | \$ 575.00 | |
| N.D.E.A.—Title V | | |
| March 31, 1961 | \$ 109.58 | |
| June 27, 1961 | 274.87 | |
| | <hr/> | |
| | 384.45 | |
| | <hr/> | |
| Total Federal | | \$ 959.45 |
| From Other Sources: | | |
| Tuition from Gill—July 31, 1961 & Dec. 1961 | \$ 26,825.21 | |
| Tuition from Colrain—July 24, 1961 | 214.72 | |
| Tuition from Erving—July 24, 1961 | 233.00 | |
| Tuition from Non-Residents—December, 1961 | 888.64 | |
| Tuition for Evening Practical Arts Pupils — July & Dec. 1961 | 96.00 | |
| Rentals — December 1961 | 152.50 | |
| Old Tuition Accounts—December 1961 | 175.00 | |
| Evening Practical Arts Fees—December 1961 | 96.00 | |
| | <hr/> | |
| Total from Other Sources | | \$ 28,681.07 |
| Unexpended Balances from 1961 Appropriations: | | |
| From Salary Items | \$ 2,504.38 | |
| From General Expense Items | 280.48 | |
| From Segregated Expense Items | 4,210.95 | |
| From Article 28—Vocational Schools | — | |
| From Article 29—Special Education | 51.38 | |
| | <hr/> | |
| Total Unexpended Balances | | \$ 7,047.19 |
| | <hr/> | |
| Total Credits | | \$132,728.45 |
| Total Appropriations — Transfers | | |
| Salaries | \$482,168.24 | |
| Expenses — General | 27,994.45 | |
| Expenses — Segregated | 99,103.76 | |
| Article 28 — Vocational Schools | 3,500.00 | |
| Article 29 — Special Education | 2,500.00 | |
| Transfers from Reserve | 1,026.37 | |
| | <hr/> | |
| Total Appropriations | | \$616,292.82 |

Educational expenditures have increased in the last five years, but that may be said of all governmental expenditures. Education is important for living and for political intelligence and economic efficiency, and its adequate support may be justified.

Our committee has made every effort and will continue to provide a maximum of education at the lowest possible cost to the taxpayers, yet increasing cost of personnel, books, supplies, operation and maintenance, are all reflected in the School Budget and there are no mark-downs or bargain days for education. The accomplishments and objectives of the public schools of Montague are presented in detailed form in the reports of the Superintendent and his staff and we recommend these for your reading.

The Committee wishes to express its appreciation to all members of the system for services rendered during 1962. We also thank all members of the official boards and town agencies for the many acts of assistance and cooperation during 1961, and I extend my personal thanks to the other members of the School Committee for their help and excellent attendance at our meetings.

Respectfully submitted,

JOSEPH E. H. BONNETTE, Chairman
 JAMES THURSTON, JR.
 WILLIAM J. POWERS
 KENNETH A. SHERIDAN
 JOHN W. SHANAHAN
 DANIEL KELLEHER
 FRANCIS R. PLEASANT
 ROBERT A. CADE
 LAWRENCE M. PROULX
 MONTAGUE SCHOOL COMMITTEE

REPORT OF THE SUPERINTENDENT OF SCHOOLS

To the School Committee of the Town of Montague:

Gentlemen:

I submit herewith my twenty-fifth report as Superintendent of the Montague Public Schools. This is the sixty-fourth in a series of such annual reports.

PREFACE

In a troubled, hungry and anxious world, we look for some person, some philosophy, or something that will furnish us with the right answers to our problems. This assumes, of course, that there is a right answer to every problem. Providing people with the right answer is like using the old arithmetic book that had the answers in the back. Then you started with the answer and tried to make it fit the problem. It was working in reverse, and sometimes did not succeed too well.

The world is full of answers and people who are willing to furnish them at a moment's notice. Many of these answers are biased, irrelevant and contradictory to fact, so any culture or educational system that is answer-dominated is bound to be inadequate because the question becomes secondary and the answer primary. A good teacher starts with the question, and the over-arching question for all of us is, "What is the purpose of education?" or, in other words, "What are we here for?" Once we try to answer that one, others naturally flow from it. To the question, "What is the purpose of all this culture and education?", some will resort to the answers in Torah, the Koran, or in the Old and New Testaments. Some of these answers will be neat and precise and others will be tantalizing, confusing and ambiguous. In the long run, the recorded experiences of man indicate that the answer that man is seeking is growth in ability, fulfillment, and the desire to work harmoniously with others.

Our educational experiences today must take into consideration that there may be some startling effects if we are to educate our boys and girls for life in a world in which all lives are to be fulfilled. We are witnessing these effects every day when our neighbors are beginning to demand fulfillment and equal opportunities. Five hundred years ago these same people existed but they could not be neighbors

then if they wanted to. Today our neighbors are not only the people across the street but across the world. The old divisions that prevented fulfillment have been broken. The Supreme Court has ruled that it is unneighborly to divide people into groups on the basis of skin pigment. Reactions are arising in which the harmful effects of imposing restriction are seen more clearly each day among the smaller tribes and nations of the world. When we look at our world neighbors, we must face some hard facts. The food supply for most persons in this world is insufficient. Many persons suffer from disease and malnutrition and about one-half of the adults cannot read or write. People who do not get enough to eat, who are ill and who are illiterate, cannot adequately be fulfilled and will embrace whatever form of government offers them the most.

As we look at this world picture, we must be aware that there are unprecedented problems in education if we are to provide the type of background that young people need today in order to work with their neighbors. A curriculum that was adequate twenty-five years ago certainly does not meet the needs in 1962. An educational system that prides itself in teaching for living in a democracy and still does not produce individuals who can go out and sell democracy has some defects. We have heard it said that education is a good investment. This probably meant that the financial yield or educational expenditures, measured in terms of economics, was good in respect to increased wages, more factories and industries, but this should also include the fulfillment of people as well as things.

It is not enough that we ourselves are anti-Communist. We must see that our neighbors share with us some of the insight that we have garnered. In our schools, our young people need to be more fully aware of how the striving of mankind for a better life has prospered and is more possible under a democracy than under any form of totalitarianism. We must warn that young people should have a different view of American society than they have today and which does not square with what they are taught in school. We must educate our youth for life in a vast, unknown future. Greater changes have already occurred in our lifetime than in nearly all the previous generations of mankind taken together, and this change of pace is still quickening.

All of the above prompts us to inquire whether or not there is a need for a new definition of the functions of the secondary school, which was once basically an institution for a select college-bound or office-bound group of students, but which is now trying to educate all adolescents, talented and untalented academically. In other words, do we have live students and a dead curriculum? From an academic standpoint, suppose we look at some of the changes.

MATHEMATICS

The changes in mathematics have been extensive and far-reaching. **Research, Automation, and Automatic Digital Computing Machines** require that our mathematics courses be revised and that a new mathematics be taught in our schools. Sir Isaac Newton did not write the final chapter in mathematics. The introduction of abstract algebra, topography, measure theory, functional analysis and the theory of Hilbert Space were not taught when many of our teachers were at college. It is impossible to be a mathematician today without a knowledge of these subjects and their continual developments.

Examples of automation are found everywhere. Long distance dial telephones are simple examples. The automatic pilot and guided missiles are other examples. The design and development of these instruments require new mathematics in the form of mathematical analysis. It would be a mistake to say that the only important parts of mathematics are those which have been discovered and developed

recently. The well-qualified teacher today must present the elements of algebra, geometry and trigonometry but there must be a changed emphasis on the old mathematics and teachers must lay foundations that permit the student to understand that new methods have been developed to solve old problems.

SCIENCE

Mathematics and Science are definitely related. Although a pure mathematician is concerned with logic and proof and a pure scientist may be content if he can see the results of what he is doing and the conclusions are satisfactory, nevertheless, the knowledge of mathematics is necessary in Physics and Chemistry. Much biology may be taught without a knowledge of mathematics. However, it would be helpful in the study of genetics and the laws of mutation.

Physical Science should be taught today, not as a mere book of facts, but basically as a continuous process by means of which men seek to understand the nature of the physical world. There are new concepts of Physical Science and they appeal to those who are inclined towards the humanities as well as to those who are interested in Science.

Technology and the whole collection of the means and equipment which man has built to improve his life on this planet is based on Science. Physics has grown. It has not stopped growing, and some phases of it may possibly be completed by the men and women of this younger generation. Time, space, motion, matter, electronics, light, radiation, astronomy, geology, biochemistry, astrophysics, geophysics, and nuclear engineering are some of the terms that are familiar to this generation. Science lies behind the headlines today — behind the gadgets that create new jobs, and behind the new problems that every citizen has to face. There should be a new sound and teachable approach to this vital subject.

FOREIGN LANGUAGES

Our foreign language instruction should yield the ability to use the language in reading, writing and speech, and in an improved understanding of the foreign country and its customs and traditions. Concerning the question of the ideal level for beginning a language study there has been disagreement. There seems to be no available research pointing to definite conclusions in favor of placing modern language study at any particular educational level or age, but if we take into account the two-year limit that is usually imposed upon High School students in the pressure of getting other subjects into their curriculum, it would seem logical to suggest that maybe there is no good reason why the first year study of a modern language should not begin during the ninth year instead of the Sophomore year. Some of our High School students have attended St. Anne's School and have had eight years of French. When they attend High School, they have to wait a full academic year before they may resume the study. We wonder if this is logical. We are also inclined to be of the opinion that there are a number of ninth grade pupils who might well start the study of a modern language previous to the Sophomore year. We must not forget that in this small world today, English is a foreign language to many people. We must continue to provide good instruction in the language arts and in grammar and composition, which are basic to the good transmission of ideas, experiences and information and which, in turn, offer good receptive media which may be used for gaining knowledge, ideals, and information about other nations.

SOCIAL STUDIES

Current History and Geography must be taught well. The good Social Studies teacher must be aware of and teach today's big domes-

tic and international issues in terms of our own country's history and geographic resources. The Social Studies teacher is also obligated to present the human side of news stories with a clarity which our students may understand. The History teacher should present today's happenings in context with the past. History is a vital subject. It is being made today, and a good History teacher will give new dimensions to this course and furnish a more exciting perspective of our problems on homeland and national heritage. The Geography teacher must give world affairs a global frame of reference and have information regarding people, places and their problems.

The world faces a simple fact. It is changing. Its problems have fallen under six broad headings, namely, the expansion of population, the burst of technology, the discovery of new forms of energy, the extension of knowledge, the rise of new nations, and the world-wide rivalry of ideologies. The pupils who are in our classrooms today will no doubt have to contend with some major world events of tomorrow, and the practical question is, are they ready for the job?

There may be reasons to say that they are not, because with all the changes that have taken place in the world during the past twenty-five years and even during the past five years, how much have our secondary schools changed? How many new subjects have been added or how many changes have there been in teaching methods? The majority of present day schools have been molded by other cultures, by custom, tradition, regulation, and even law. The length of the school day, ideas of class scheduling, sizes of classes, teacher loads and responsibilities, and instructional materials, have become hardened with the ages.

Some of these have not changed in generations and they find it extremely difficult to make any changes. Changes are urgent today because we must provide for an increased number of pupils, for longer spans of human life and higher levels of understanding, competence and skill, and always with the goal of strengthening our American way of life.

TEACHER DIFFERENCES

Teachers admit that pupils have individual differences, and they try to provide for them. The school of the future will recognize that teachers, like students, differ in physical, mental and social characteristics. Some teachers are extroverts and find satisfaction in handling large groups. Others enjoy more personal relationships and work better with smaller groups and with individuals. Some Social Studies teachers are better informed in certain phases of history than others. Some English teachers like literature better than they like grammar, and some Science instructors prefer and know one branch of Science better than they do others. Some teachers are rigid disciplinarians, while others get good results with more leeway. Some are physically strong and may work long hours. Others may need long periods of rest. But today's schools and teachers' salary scales treat them all alike. If they have the same educational background and the same number of years of experience in teaching, they all get paid the same. In the future, individual teacher differences and competencies will be more fully utilized, recognized and compensated. Different purposes in instruction require different organizational abilities, educational procedures and academic skills. Those which require the highest should offer the highest salary.

ADMINISTRATIVE ASSISTANT

In June 1961, the School Committee voted to establish the position of Administrative Assistant. The duties of this new position will be in three broad areas, namely, School Business Management, School

Plant Management, and Supervision over the Non-Instructional Pupil Services.

In general, this position will call for a person (male), who is qualified to assist the Superintendent of Schools in the supervision and direction of the largest municipal business in town and will, therefore, enable the Superintendent to devote more time to the supervision of the teachers and the educational program of the schools.

Assistance to the Superintendent has been needed for some time. The School Committee understands that the business for which they make policies is the largest in town and that the man primarily responsible for carrying out their policies is the Superintendent of Schools. Too often he is committed to excellence in performance without the time to do all the things expected of him. For the past twenty-five years, your Superintendent has been expected to know what to teach, how to teach, and to recognize the individual needs of the retarded, average, and gifted pupils. He has also been expected to show competence in business management, schoolhouse construction, operation, maintenance, personnel management and community relationships, educational TV, teaching machines, team teaching, language laboratories and re-organization of schools because of shifting enrollments. All have a major significance in the problems with which he has to contend. In addition to all these he has tried to maintain himself as a scholar. The whole teaching and learning curriculum was once tied in an orderly and productive pattern, but now so many changes have taken place so rapidly that there are new educational issues and unproductive administrative problems to the extent that no one man can do the job in all phases with the degree of excellence demanded. It is my opinion that the Montague schools will benefit by this new position and that the administration and the instruction will be beneficiaries of the creation of this new assignment.

REORGANIZATION OF INTERMEDIATE GRADES

By the time a pupil enters the fourth, fifth or sixth grade, he is ready to learn material and ask questions that are beyond the knowledge of the ordinary intermediate grade teacher. Teachers who were educated some time ago were not instructed to the degree that they can explain satisfactorily the action of rockets, missiles, and the principles involved in automation. However, the pupil in this area is ready and needs a teacher with more information on these subjects than the general fourth, fifth or sixth grade classroom teacher now possesses.

Although the need is best demonstrated in the field of Science, it is probably true of other subjects. So if this need exists, would it be unreasonable to suggest that we think of departmentalization in our intermediate grades. The technique would not be very much unlike what we have in the secondary schools.

There was a time when pupils in Science pressed pretty flowers and autumn leaves between sheets of paper. They do not do that now, but they do watch missiles launched in Cape Canaveral on TV and they want to know about them and what makes them take off into space.

Most any administrator will tell you that certain teachers are crackerjacks in certain subjects. If so, why not use them in those subjects and let those who are specialists in another area concentrate on training in that subject. In other words, a teacher would not be a Jack-of-all-trades but would be the master of one. The teacher could remain in the same room so she could set up her own visual aids and instructional materials, and the pupils could move from room to room, and I believe that they would enjoy it. Perhaps school might be more interesting for some of them because they would not

have to have the same teacher all day long, and if a teacher were not in the best mood on a particular day, the pupil would not have to endure that disposition all day long.

The teachers might find it more attractive and the class atmosphere more stimulating, and probably parents might find that the children would learn more in a year's time than they do under the the present system and that the pupils would have to meet the challenges in every class with no coasting along for the gifted. Departmentalized work could be scheduled in the intermediate grades in such subjects as Science, Arithmetic, the Language Arts, and the Social Studies.

MONTAGUE PUBLIC SCHOOLS ENROLLMENTS — OCTOBER 1, 1961

| GRADE | High School | Grammar | Hillcrest | Highland | Montague | Central St. | South End | Montague City | TOTAL |
|-------|-------------|---------|-----------|----------|----------|-------------|-----------|---------------|-------|
| P.G. | 9 | | | | | | | | 9 |
| 12 | 124 | | | | | | | | 124 |
| 11 | 117 | | | | | | | | 117 |
| 10 | 158 | | | | | | | | 158 |
| 9 | 181 | | | | | | | | 181 |
| 8 | | 151 | | | | | | | 151 |
| 7 | | 132 | | | | | | | 132 |
| 6 | | | 65 | 26 | 30 | | 29 | | 150 |
| 5 | | | 68 | 25 | 36 | | 53 | | 187 |
| 4 | | | 57 | 25 | 27 | 27 | | 24 | 160 |
| 3 | | | 51 | 31 | 30 | 27 | | 21 | 160 |
| 2 | | | 60 | 29 | 31 | 25 | | 28 | 173 |
| 1 | | | 68 | 25 | 40 | 30 | | 23 | 186 |
| Kdg. | | | 67 | 26 | 27 | | 49 | | 169 |
| Spec. | | | 13 | | | | | | 13 |
| TOTAL | 589 | 283 | 449 | 187 | 221 | 109 | 136 | 96 | 2070 |

RECAPITULATION:

| | |
|--------------|------|
| High School | 589 |
| Elementary | 1312 |
| Kindergarten | 169 |
| Total | 2070 |

COMPARATIVE ENROLLMENT BY GRADES 1926-1961

18

| Year | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Freshman | Sophomores | Juniors | Seniors | Special | Post-Graduates | TOTAL |
|--------------|--------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|------------|---------|---------|---------|----------------|-------|
| October 1926 | | *198 | 165 | 183 | 171 | 134 | 170 | 161 | 127 | 24 | 123 | 60 | 52 | 69 | 16 | | 1653 |
| 1927 | | 189 | 182 | 175 | 169 | 162 | 122 | 155 | *157 | | 138 | 93 | 50 | 45 | 28 | | 1665 |
| 1928 | | 158 | 182 | 192 | 175 | 162 | 157 | 123 | 154 | | 133 | 144 | 48 | 44 | 45 | | 1717 |
| 1929 | | 169 | 157 | *194 | 172 | 164 | 157 | 161 | 114 | | 147 | 111 | 95 | 73 | 36 | | 1750 |
| 1930 | | 192 | 161 | 172 | *189 | 159 | 172 | 156 | *157 | | 117 | 125 | 90 | 87 | 35 | | 1812 |
| 1931 | | 152 | 178 | 153 | 173 | 181 | 153 | 155 | 159 | | 148 | 92 | 110 | 91 | 32 | | 1777 |
| 1932 | | 154 | 158 | 179 | 144 | 164 | *173 | 157 | 152 | | 147 | 131 | 88 | 113 | 36 | *22 | 1818 |
| 1933 | | 155 | 152 | 151 | 161 | 162 | 153 | *169 | 148 | | 148 | 130 | 124 | 83 | *38 | 15 | 1789 |
| 1934 | | 141 | 158 | 139 | 144 | 158 | 165 | 160 | 150 | | 159 | 142 | 118 | 117 | 36 | 14 | 1801 |
| 1935 | | 124 | 128 | 149 | 140 | 141 | 153 | 158 | 150 | | 166 | 142 | 124 | 111 | 35 | 10 | 1731 |
| 1936 | | 140 | 117 | 136 | 135 | 130 | 146 | 150 | 144 | | 156 | 145 | 130 | 97 | 31 | 12 | 1669 |
| 1937 | | 111 | 128 | 117 | 130 | 134 | 129 | 138 | 148 | | 170 | 136 | 126 | 105 | 33 | 8 | 1613 |
| 1938 | | 122 | 97 | 125 | 104 | 128 | 140 | 121 | 145 | | 167 | *162 | 128 | 118 | 31 | 18 | 1606 |
| 1939 | | 109 | 110 | 96 | 127 | 98 | 129 | 132 | 117 | | 170 | 147 | *139 | 110 | 30 | 3 | 1517 |
| 1940 | | 125 | 112 | 106 | 88 | 129 | 94 | 125 | 129 | | 157 | 155 | 128 | 120 | 30 | 8 | 1506 |
| 1941 | | 116 | 107 | 102 | 108 | 104 | 119 | 97 | 118 | | 162 | 134 | 123 | 105 | 32 | 0 | 1427 |
| 1942 | | 109 | 106 | 105 | 102 | 110 | 91 | 113 | 93 | | 146 | 144 | 109 | 108 | 27 | 2 | 1365 |
| 1943 | | 107 | 98 | 91 | 95 | 105 | 107 | 90 | 108 | | 128 | 125 | 124 | 85 | 28 | 1 | 1292 |
| 1944 | | 129 | 97 | 86 | 86 | 101 | 100 | 103 | 88 | | 142 | 112 | 108 | 111 | 25 | 0 | 1288 |

| | | | | | | | | | | | | | | | | |
|------|------|------|------|-----|-----|------|-----|-----|-----|------|-----|-----|------|----|----|-------|
| 1945 | | 102 | 120 | 91 | 80 | 90 | 106 | 101 | 100 | 117 | 125 | 99 | 100 | 21 | 2 | 1254 |
| 1946 | 31 | 129 | 96 | 121 | 87 | 76 | 92 | 105 | 98 | 126 | 107 | 120 | 97 | 25 | 10 | 1320 |
| 1947 | 36 | 139 | 119 | 102 | 108 | 90 | 78 | 92 | 98 | 118 | 107 | 95 | 99 | 21 | 3 | 1305 |
| 1948 | 41 | 128 | 139 | 108 | 106 | 107 | 94 | 77 | 84 | 118 | 108 | 104 | 89 | 14 | 2 | 1319 |
| 1949 | 44 | 121 | 132 | 130 | 100 | 108 | 104 | 98 | 69 | 111 | 114 | 106 | 97 | 20 | 2 | 1356 |
| 1950 | 36 | 136 | 119 | 117 | 128 | 100 | 109 | 105 | 90 | 99 | 110 | 101 | 96 | 25 | 1 | 1372 |
| 1951 | 90 | 119 | 127 | 116 | 109 | 121 | 104 | 103 | 108 | 107 | 92 | 100 | 95 | 19 | 0 | 1410 |
| 1952 | 87 | 161 | 116 | 122 | 111 | 114 | 120 | 100 | 90 | 125 | 98 | 85 | 87 | 19 | 2 | 1437 |
| 1953 | 94 | 156 | 153 | 109 | 120 | 108 | 113 | 122 | 97 | 114 | 115 | 94 | 85 | 24 | | 1504 |
| 1954 | 91 | 157 | 149 | 151 | 111 | 118 | 110 | 123 | 116 | 116 | 114 | 110 | 82 | 23 | | 1571 |
| 1955 | 110 | 145 | 149 | 150 | 150 | 113 | 123 | 103 | 119 | 143 | 115 | 106 | 101 | 27 | | 1654 |
| 1956 | 116 | 170 | 141 | 146 | 147 | 139 | 114 | 116 | 103 | 149 | 137 | 108 | 96 | 23 | | 1705 |
| 1957 | 0 | *197 | 158 | 143 | 154 | 136 | 142 | 123 | 102 | 121 | 122 | 121 | 97 | 29 | 3 | 1649 |
| 1958 | 151 | 156 | *192 | 155 | 146 | 152 | 148 | 142 | 121 | 142 | 117 | 116 | 115 | 22 | 6 | 1881 |
| 1959 | 155 | 180 | 165 | 174 | 156 | 136 | 145 | 139 | 138 | 147 | 138 | 108 | 113 | 27 | 8 | 1929 |
| 1960 | 151 | 187 | 176 | 166 | 177 | 152 | 137 | 152 | 142 | 168 | 129 | 131 | 98 | 14 | 8 | 1988 |
| 1961 | *169 | 186 | 173 | 160 | 160 | *187 | 150 | 132 | 151 | *181 | 158 | 117 | *124 | 13 | 9 | *2070 |

*Indicates maximum enrollment

The following table shows the comparative enrollments of the buildings from the period October, 1926 to October 1, 1961.

COMPARATIVE ENROLLMENTS BY BUILDINGS
(Without Kindergartens)

| Year | High School | Grammar School | Central Street | South End | Montague City | Millers Falls | Montague | Hillcrest | Chestnut Hill | Old 8th | New 8th | Kindergarten | Total |
|------|-------------|----------------|----------------|-----------|---------------|---------------|----------|-----------|---------------|---------|---------|--------------|-------|
| 1926 | 304 | 248 | 138 | 117 | 99 | 248 | 222 | ..... | 9 | 134 | 134 | ..... | 1653 |
| 1927 | 326 | 238 | 153 | 112 | 104 | 244 | 219 | ..... | 11 | 144 | 114 | ..... | 1665 |
| 1928 | 369 | 245 | 148 | 107 | 104 | 241 | 209 | ..... | 11 | 158 | 125 | ..... | 1717 |
| 1929 | 426 | 245 | 150 | 95 | 104 | 213 | 209 | ..... | 10 | 166 | 132 | ..... | 1750 |
| 1930 | 419 | 239 | *155 | 126 | 114 | 199 | 235 | ..... | 9 | *167 | *149 | ..... | 1812 |
| 1931 | 440 | 249 | 143 | 109 | 115 | 189 | 227 | ..... | *12 | 154 | 139 | ..... | 1777 |
| 1932 | 501 | 256 | 140 | 104 | 108 | 175 | 238 | ..... | ..... | 161 | 135 | ..... | 1819 |
| 1933 | 500 | 253 | 136 | 111 | 108 | 158 | *240 | ..... | ..... | 150 | 133 | ..... | 1788 |
| 1934 | 550 | 229 | 131 | 108 | *117 | 162 | 230 | ..... | ..... | 135 | 139 | ..... | 1801 |
| 1935 | 553 | 226 | 113 | 90 | 107 | 153 | 221 | ..... | ..... | 143 | 125 | ..... | 1731 |
| 1936 | 540 | 225 | 123 | 77 | 97 | 142 | 206 | ..... | ..... | 142 | 117 | ..... | 1669 |
| 1937 | 545 | 229 | 107 | 69 | 98 | 130 | 183 | ..... | ..... | 129 | 123 | ..... | 1613 |
| 1938 | *593 | 191 | 94 | 83 | 93 | 124 | 180 | ..... | ..... | 114 | 134 | ..... | 1606 |
| 1939 | 569 | 175 | 106 | 72 | 86 | 109 | 175 | ..... | ..... | 105 | 120 | ..... | 1517 |
| 1940 | 568 | 172 | 105 | 76 | 96 | 111 | 176 | ..... | ..... | 92 | 110 | ..... | 1506 |
| 1941 | 524 | 261 | 94 | 76 | 94 | 98 | 187 | ..... | ..... | ..... | 93 | ..... | 1427 |

| | | | | | | | | | |
|------|-----|------|-----|------|------|------|-------|-------|-------|
| 1942 | 509 | 231 | 86 | 77 | 88 | 97 | 192 | 85 | 1365 |
| 1943 | 459 | 246 | 86 | 71 | 71 | 104 | 171 | 84 | 1292 |
| 1944 | 473 | 252 | 91 | 70 | 68 | 105 | 156 | 73 | 1288 |
| 1945 | 445 | 249 | 103 | 50 | 70 | 110 | 158 | 69 | 1254 |
| 1946 | 460 | 240 | 97 | 47 | 77 | 286 | ..... | 31 | 1320 |
| 1947 | 422 | 231 | 95 | 48 | 63 | 322 | ..... | 83 | 1305 |
| 1948 | 421 | 215 | 100 | 42 | 79 | *329 | ..... | 92 | 1319 |
| 1949 | 430 | 232 | 95 | 44 | 67 | 131 | 227 | 86 | 1356 |
| 1950 | 407 | 255 | 104 | 43 | 69 | 134 | 229 | 95 | 1372 |
| 1951 | 393 | *327 | 105 | 34 | 75 | 115 | 183 | 88 | 1410 |
| 1952 | 397 | 310 | 124 | 39 | 72 | 113 | 194 | 101 | 1437 |
| 1953 | 408 | 316 | 140 | 52 | 68 | 115 | 190 | 121 | 1504 |
| 1954 | 422 | 320 | 141 | 79 | 74 | 142 | 163 | 139 | 1571 |
| 1955 | 465 | 303 | 103 | 100 | 104 | 154 | 172 | 143 | 1654 |
| 1956 | 490 | 298 | 133 | *151 | 115 | 172 | 208 | 138 | 1705 |
| 1957 | 464 | 316 | 132 | 102 | *117 | 192 | 192 | 134 | 1649 |
| 1958 | 496 | 263 | 65 | 96 | 92 | 159 | 176 | ..... | 151 |
| 1959 | 514 | 277 | 87 | 67 | 112 | 150 | 180 | ..... | 155 |
| 1960 | 534 | 294 | 108 | 50 | 112 | 170 | 194 | ..... | 151 |
| 1961 | 589 | 283 | 109 | 87 | 96 | 161 | 194 | ..... | *169 |
| | | | | | | | 382 | ..... | *2070 |

* Indicates maximum enrollment.

1946-1947-1948 Montague classes combined with Millers Falls. In 1960 Kindergarten classes combined after Oct. 3, 1960. Kindergarten instructions began in 1946.

Kindergarten enrollments not included in building enrollments in order that we might have comparisons with enrollments of those years when we did not have Kindergarten.

OBSERVATIONS ON ENROLLMENTS

1. Present enrollment is the greatest in the history of our public schools. The previous high was in 1932 when there were 1819 pupils, exclusive of Kindergarten. On October 1, 1961, the enrollment was 1901, exclusive of Kindergarten.

2. The First Grade enrollment of 186 is not the highest. There were more first graders in these years:

| | | |
|------|---|-----|
| 1926 | — | 198 |
| 1927 | — | 189 |
| 1930 | — | 192 |
| 1960 | — | 187 |

3. Our Grade 2 enrollment was 173. Second Grade enrollments were higher in the following years:

| | | |
|------|---|-----|
| 1927 | — | 182 |
| 1928 | — | 182 |
| 1931 | — | 178 |
| 1958 | — | 192 |
| 1960 | — | 176 |

4. The present Fifth Grade of 187 is the largest in the history of our public schools. The next largest was in 1931 when there were 181 pupils.

5. In September 1963, when the present Fifth and Sixth Grades become Grades 7 and 8, the Grammar School facilities will be taxed to capacity.

6. In September 1962, there will be two Fifth Grades and two Sixth Grades at the South End School and, therefore, no room for a kindergarten class at the South End building.

7. The High School enrollment on October 1 was 589. Previous high was in 1938 when there were 593. At that time there were tuition pupils from both Erving and Gill. Now we have only the Gill tuition pupils.

8. The present Sixth Grade of 150 pupils is the largest since 1935 when there were 153 pupils.

9. The present Eighth Grade of 151 is the largest Eighth Grade since 1932, when there were 152 pupils.

10. In our Annual Report of 1952, we stated that the enrollment in the High School at that time was the smallest since 1928, but within a decade the High School might reach the maximum of 593, which was a previous high in 1938. On October 1, 1961, our High School reached approximately that figure, when 589 pupils were enrolled.

11. A comparison of the growth of our schools during the last decade is as follows:

| | October 1952 | October 1961 | |
|--------------|-----------------|-----------------|-------------|
| High School | 397 | 589 | + 192 |
| Elementary | 953 | 1312 | + 359 |
| Kindergarten | 87 | 169 | + 82 |
| | <hr/> 1437 | <hr/> 2070 | <hr/> + 633 |

The total growth in our public schools during the past ten years has been 633 pupils, and it is interesting to note that although there has been a decrease in the total population of the Town of Montague, there has been an increase of approximately 44% in school enrollments.

ATTENDANCE

250 pupils had perfect attendance records for the school year from September 1960 to June 1961. Comparisons of the perfect attendance records with those of the previous year follow:

| School | 1959-60 | 1960-61 |
|--------------------------------|-----------|-----------|
| Turners Falls High School | 62 | 91 |
| Grammar School | 48 | 57 |
| Hillcrest School | 43 | 42 |
| Central Street School | 5 | 7 |
| South End School | 8 | 12 |
| Montague City School | 7 | 12 |
| Highland School, Millers Falls | 9 | 13 |
| Montague Center School | 13 | 16 |
| | <hr/> 195 | <hr/> 250 |

The Turners Falls High School was in session 182 days and the Grammar School had 181 sessions. The elementary schools had an average of 174 days, dependent upon the number of parent-teacher conferences.

The secondary schools were not in session on two days on account of inclement weather and the elementary schools lost 2½ days on account of bad weather.

The report of Francis W. Passino, School Attendance Officer, for the period March 20, 1961 to December 31, 1961 follows:

| | |
|--|-------|
| Pupils absent with parents' consent | 3 |
| Pupils absent because of illness | 9 |
| Pupils absent having reasonable excuse | 4 |
| Cases of truancy | 7 |
| | <hr/> |
| Total number of cases investigated | 23 |

NON-RESIDENT PUPILS

The tuition pupils enrolled in the Turners Falls High School on October 1, 1961 were legal residents of the following municipalities:

| | |
|------------|-------|
| Greenfield | 2 |
| Gill | 84 |
| | <hr/> |
| Total | 86 |

For the first time in a good many years, there are no tuition pupils enrolled in our elementary schools.

The tuition rate for the Turners Falls High School is \$372. Income from the tuition of the above will amount to \$31,992.00.

VOCATIONAL SCHOOLS

Under Chapter 74 of the General Laws, Montague provides tuition and transportation to pupils attending day vocational schools in accordance with the following:

At the Greenfield Vocational School:

6 pupils at \$6.84 per week.

At the Smith Agricultural School in Northampton:

1 pupil at \$11.84 per week.

At Springfield Trade School:

1 pupil at \$12.82 per week.

At Pioneer Valley Evening Practical Arts Classes:
4 pupils at 20¢ per hour.

At Springfield Trade Extension:
2 pupils at 40¢ per hour.

At Holyoke Evening Trade School:
1 pupil at 15¢ per hour.

At Greenfield Practical Arts Classes:
1 pupil at 20¢ per hour.

At Evening Adult Civic Education Classes at Greenfield:
4 pupils at 50¢ per hour.

The Town of Montague will be reimbursed from the Commonwealth in the amount of 50% of the costs of tuition and transportation for the above pupils.

EVENING PRACTICAL ARTS CLASSES

At present the Montague Public Schools are offering instruction in the following courses:

| Subject | No. of Pupils | Instructor |
|----------------------------|---------------|----------------------|
| 2 classes in Sewing | 35 | Mrs. Ruby Shirtcliff |
| 2 classes in Upholstery | 23 | Mr. Leroy Peets |
| 1 class in Rug Braiding | 14 | Mrs. Jennie Mount |
| 1 class in Cake Decorating | 22 | Mrs. Renee Parody |
| Total | 94 | |

Non-Resident members enrolled in the Evening Practical Arts Classes are as follows:

| | |
|------------|----|
| Greenfield | 9 |
| Sunderland | 2 |
| Erving | 3 |
| Gill | 4 |
| Total | 18 |

CHANGES

IN PERSONNEL

1961

RESIGNATIONS

| Teacher | Position | Reason |
|--------------------------|----------------------------|-----------------------------|
| Mr. Christopher Garrahan | Head of History Department | To accept another position. |
| Mr. John Robinson | Government-Guidance | Personal reasons. |
| Miss Catherine Leary | Grade 3, Hillcrest | Retirement. |
| Mrs. Joan Moylan | Grade 1, Hillcrest | To accept another position. |
| Mrs. Paula Fernandez | Grade 3, Central St. | Maternity Leave |
| Mrs. Constance Sicard | Grade 1, Highland | Maternity Leave |
| Mrs. Charlotte Choleva | Grade 2, Montague Center | Maternity Leave |
| Mr. Jacob Liberles | Band Instructor | To return to school |

TRANSFERS

| Teacher | From | To |
|-----------------------|------------------------|------------------|
| Mrs. Doris Bednarz | Montague Center School | Hillcrest School |
| Mrs. Edith Cadran | Montague City School | Hillcrest School |
| Mrs. Charlotte Potter | Grammar School | High School |

APPOINTMENTS

| Teacher | Position |
|-------------------------|--|
| Mr. Leo Van Beaver | Science, High School |
| Mr. Fred P. Kenney, Jr. | History, Basketball Coach, High School |
| Mr. Robert Plaisted | Government, High School |
| Mr. John Lyons | Grammar School Coach, Social Studies |
| Mrs. Patricia Edwards | Grade 3, Central Street |
| Mrs. Martha Robinson | Grade 5, South End |
| Miss Dale Benjamin | Grade 1, Montague City |
| Miss Mary Hinkell | Grade 1, Montague Center |
| Mr. Donald Short | Band Director |

OTHER STAFF CHANGES

| | |
|-------------------------|---|
| Mr. Louis Puhala | Custodian of Grammar School - Retired |
| Mr. Alexander Girard | Maintenance Department - Retired |
| Mr. Alfred Courtemanche | Transfer - High School Custodian to Grammar School |
| Mr. Charles Beauchamp | Transfer - High School Custodian to Central Street & Montague City |
| Mr. John Boulanger | Transfer - Central St. & Montague City to Head of Maintenance Dept. and Custodian of South End School |
| Mr. John Nicewicz | Hillcrest - Assigned duty at High School Gym and Auditorium |
| Mr. Charles Swinko | Appointed High School Custodian |
| Mr. Stephen Jablonski | Appointed High School Custodian |
| Mrs. Raymond Denkwicz | Appointed Census Enumerator, Precinct II |
| Mr. Francis W. Passino | Appointed Attendance Officer |

IN APPRECIATION**47 YEARS****THIS CERTIFICATE OF APPRECIATION****IS PRESENTED TO****CATHERINE H. LEARY**

For devoted and faithful service rendered as a teacher in the Montague Public Schools from September 1914 - June 1961. May happiness and contentment be your reward in the years of your retirement.

Montague, Massachusetts

June 16, 1961

The above testimonial was signed by the members of the School Committee of the Town of Montague and the Superintendent of Schools and presented to Miss Leary.

GEORGE BARDEN FUND

During 1961 the Department of Education authorized an allotment of \$575 to the Montague Evening Practical Arts Classes for the purpose of helping to pay the salaries of the instructors. The original grant in 1955 was \$800; in 1956, \$600; in 1957, \$500; in 1958, \$350; in 1959, \$250, and in 1960, \$845. This fund is helpful in the payment of the salaries of our Evening Course instructors.

SCHOOL CENSUS

The school census of children residing in the Town of Montague on October 1, 1961 who were between the ages of 5-16 years, was as follows:

| Ages—5 years to 6 years 11 months | Boys | Girls | Total |
|---|-------------|--------------|--------------|
| Precinct I | 130 | 132 | 262 |
| Precinct II | 28 | 28 | 56 |
| Precinct III | 41 | 30 | 71 |
| | <hr/> | <hr/> | <hr/> |
| | 199 | 190 | 389 |
| Ages—7 years to 15 years 11 months | | | |
| Precinct I | 511 | 514 | 1025 |
| Precinct II | 116 | 108 | 224 |
| Precinct III | 137 | 146 | 283 |
| | <hr/> | <hr/> | <hr/> |
| | 764 | 768 | 1532 |

In addition to the traditional census statistics, census enumerators were requested to submit a census of pre-school children with the following tabulation:

| Ages—4 years to 4 years 11 months | Boys | Girls | Total |
|--|-------------|--------------|--------------|
| Precinct I | 57 | 33 | 90 |
| Precinct II | 16 | 10 | 26 |
| Precinct III | 13 | 14 | 27 |
| | <hr/> | <hr/> | <hr/> |
| | 86 | 87 | 143 |
| Ages—3 years to 3 years 11 months | | | |
| Precinct I | 46 | 41 | 87 |
| Precinct II | 20 | 11 | 31 |
| Precinct III | 9 | 14 | 23 |
| | <hr/> | <hr/> | <hr/> |
| | 75 | 66 | 141 |
| Ages—2 years to 2 years 11 months | | | |
| Precinct I | 45 | 45 | 90 |
| Precinct II | 7 | 13 | 20 |
| Precinct III | 14 | 20 | 34 |
| | <hr/> | <hr/> | <hr/> |
| | 66 | 78 | 144 |
| Ages—1 year to 1 year 11 months | | | |
| Precinct I | 45 | 34 | 79 |
| Precinct II | 13 | 12 | 25 |
| Precinct III | 15 | 10 | 25 |
| | <hr/> | <hr/> | <hr/> |
| | 73 | 56 | 129 |

Eleven pupils are enrolled in State and County Institutions and State Schools and eight are attending other schools out of town. Two children who are eligible for admission to Montague schools are not enrolled.

These statistics are used in determining State Aid for public schools. The foundation program is based upon the number of different persons who are residents of a town between the ages of seven and sixteen years as of October 1.

A comparison of the school census of children during the past ten years is submitted below.

| | |
|--------|------|
| 1952 — | 1047 |
| 1953 — | 1060 |
| 1954 — | 1159 |
| 1955 — | 1181 |
| 1956 — | 1242 |
| 1957 — | 1274 |
| 1958 — | 1368 |
| 1959 — | 1426 |
| 1960 — | 1436 |
| 1961 — | 1532 |

TRANSPORTATION

The School Committee was providing transportation to 793 pupils as of September 30, 1961, as follows:

| School | No. Transported | Enrollment | % Transported |
|---------------------------|--------------------|------------|------------------|
| Turners Falls High School | 210 | 584 | 36% |
| Grammar School | 133 | 285 | 47% |
| Central Street School | — | 114 | — |
| South End School | 62 | 131 | 47% |
| Montague City School | 73 | 97 | 75% |
| Hillcrest School | 85 | 448 | 19% |
| Highland School | 73 | 192 | 38% |
| Montague Center School | 105 | 217 | 48% |
| St. Anne's School | 52 | 126 | 4% |
| | <hr/> 793 | <hr/> 2194 | <hr/> 36% |

MAINTENANCE AND REPAIRS

Before reviewing the major items of repair and maintenance during 1961, I will mention the satisfactory performance of Mr. John Boulanger, who has been in charge of our maintenance and repair program since July 1, 1961. Mr. Boulanger has conformed to the requirements of his new position and his work has been quite satisfactory.

I will add here that it would seem that the other custodial reassignments approved by the committee have been for the best interests of our schools.

During the year, it was necessary to make some emergency repairs to some of our heating units. The present heating unit at the Turners Falls High School has been in operation since 1936 and it is difficult to get replacement parts for the burner model that seems to be out-moded. Therefore, repairs to the High School heating unit were rather expensive and necessitated a request from the Finance Committee for transfers to defray the expenditures. \$6,000 has been included in the 1962 budget to replace these burners.

Among the major items of maintenance, repairs, replacements, etc., during 1961, were the following:

- Redecorated Room 3 and Room 6, High School.
- Redecorated Industrial Arts room, Grammar School.
- Repainted High School bleachers.
- Redecorated Teacher's Room and Supply Room, Central Street

Redecorated all exterior work, Central Street.

Redecorated Boys' Toilets, Girls' Toilets, Teachers' Room, First Floor Entrance, Hall and Ceilings, Floors Sanded, Montague City School.

Redecorated Highland School Auditorium.

Redecorated East entrance, main entrance, and Principal's Office, Montague Center School.

Replaced 105 desk tops at High School with Corex material.

Roof repairs at Montague Center, South End, Central Street, Grammar School, High School Auditorium and Highland School, Millers Falls.

Replaced planks and footboards, High School bleachers.

Exchanged 4 1954 Remington typewriters, High School.

Replaced two new doors in corridor, High School Auditorium & Gym.

Repainted fence around High School Athletic Field.

Purchased stage equipment for High School.

Purchased two snow blowers, one for Highland School and one for Montague Center School.

Installed safe-wall pads, High School Gym.

Purchased 25 folding chairs for Highland School.

MAJOR PROPOSALS FOR MAINTENANCE IN 1962

Roof repairs at Montague Center, Highland School, Grammar School, High School Auditorium and High School building.

Redecorate the following rooms at Highland School: Kindergarten Room, Grade 5 classroom, Boys' Toilet, Kitchen and Cafeteria, Grade 3 Classroom.

Montague City School: Remove cupola from roof.

Montague Center School: Redecorate Grade 1 classroom, Kitchen and Cafeteria, Cupola and face of peak of front entrance.

High School: Redecorate Room 19, Girls' toilet, (first floor), Cafeteria kitchen, Music Appreciation room, Replace Cyclorama, H. S. stage.

Grammar School: Redecorate Room 2, Boys' toilet, Mechanical Drawing Room.

South End School: Redecorate exterior.

REVISION OF FIRE INSURANCE PROGRAM

The School Committee approved a new insurance plan which included Extended Coverage, Vandalism and Malicious Mischief clauses in addition to the fire insurance. The new policy changed the total evaluation amount of school buildings from \$1,922,000 to a new evaluation of \$2,049,000. The revised policy insures the building contents in the amount of \$287,787.

PER PUPIL COSTS

By

MAJOR DIVISIONS OF THE SCHOOL BUDGET FOR PUPILS ATTENDING PUBLIC DAY SCHOOLS

in

TOWN OF MONTAGUE

FOR SCHOOL YEAR JULY 1, 1960 - JUNE, 1961

| | | Cost Per Pupil | Percent of Budget |
|-----------------|--------------|-------------------|----------------------|
| General Control | \$ 16,909.21 | \$ 8.90 | 2.6 |
| Salaries | 407,843.32 | 214.65 | 69.8 |
| Textbooks | 9,140.22 | 4.81 | 1.6 |

| | | | |
|---------------------------|--------------|----------|-------|
| Supplies — Other Expenses | | | |
| of Instruction | 17,593.40 | 9.26 | 3.1 |
| Operation | 67,174.91 | 35.36 | 11.3 |
| Maintenance | 15,531.36 | 8.17 | 2.7 |
| Libraries | 1,339.06 | .71 | .2 |
| Health | 7,783.30 | 4.10 | 1.4 |
| Transportation | 23,407.41 | 12.32 | 4.1 |
| Physical Education | 3,036.12 | 1.60 | .6 |
| Miscellaneous | 14,463.26 | 7.61 | 2.6 |
| | <hr/> | <hr/> | <hr/> |
| | \$584,221.57 | \$307.49 | 100.0 |

**Montague — Per Pupil Costs Compared with
School Costs in Massachusetts
(From Latest Statistics Available)**

| | Mass. | Montague |
|--------------------|----------|----------|
| General Control | \$ 9.84 | \$ 8.90 |
| Salaries | 242.30 | 214.65 |
| Textbooks | 4.81 | 5.08 |
| Supplies | 12.09 | 9.26 |
| Operation | 38.01 | 35.36 |
| Maintenance | 12.28 | 8.17 |
| Libraries | .65 | .71 |
| Health | 4.83 | 4.10 |
| Physical Education | 2.24 | 1.60 |
| Miscellaneous | 5.43 | 7.61 |
| | <hr/> | <hr/> |
| | \$348.04 | \$307.49 |

EXPENDITURES BY SCHOOLS — JANUARY 1, 1961 to DECEMBER 31, 1961

| | High School | Grammar | Hillcrest | Central St. | South End | Montague City | Millers Falls | Montague | General | St. Anne's | Total |
|--|-------------|-----------|-----------|-------------|-----------|---------------|---------------|-----------|-----------|------------|------------|
| School Committee Expenses ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | \$ 278.27 | ..... | \$ 278.27 |
| Superintendent's Salary ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 8,700.00 | ..... | 8,700.00 |
| Superintendent's Travel Expense ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 517.20 | ..... | 517.20 |
| Superintendent's Office Supplies ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 633.44 | ..... | 633.44 |
| Superintendent's Secretary's Salary ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4,100.00 | ..... | 4,100.00 |
| Superintendent's Secretarial Assistant ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2,850.00 | ..... | 2,850.00 |
| Attendance Officer's Salary ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 150.00 | ..... | 150.00 |
| Census Enumerators' Salaries ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 370.00 | ..... | 370.00 |
| Supervisors' Salaries ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 25,296.92 | ..... | 25,296.92 |
| Supervisors-Teachers' Expenses ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 594.59 | ..... | 594.59 |
| High School Principal's Salary | \$8,100.00 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 8,100.00 |
| High School Principal's Expenses | 110.00 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 110.00 |
| Principals' Secretaries & Clerical | 2,390.00 | 125.00 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2,515.00 |
| Teachers' Salaries | 123,698.75 | 51,932.56 | 74,332.74 | 19,807.34 | 17,393.92 | 21,017.50 | 37,406.69 | 37,867.19 | ..... | ..... | 383,457.19 |
| Textbooks | 3,807.62 | 835.68 | 1,414.08 | 435.52 | 359.10 | 409.89 | 714.72 | 731.91 | 60.67 | ..... | 8,769.19 |
| Supplies | 4,267.11 | 1,543.36 | 1,105.44 | 296.45 | 325.35 | 341.99 | 705.95 | 615.15 | 29.09 | ..... | 9,229.89 |
| Special Services | 1,003.18 | 879.93 | 959.33 | 21.11 | 347.95 | 148.61 | 583.58 | 536.63 | ..... | ..... | 4,485.82 |
| H. S. Assembly Programs | 245.00 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 245.00 |
| Wages of Custodians | 8,133.96 | 4,403.44 | 6,722.44 | 1,863.01 | 2,226.52 | 1,863.03 | 4,000.00 | 4,052.50 | ..... | ..... | 33,314.90 |
| Custodians' Supplies | 1,325.65 | 512.68 | 736.10 | 186.67 | 327.09 | 137.12 | 434.22 | 598.98 | ..... | ..... | 4,313.41 |
| Fuel | 6,467.16 | 1,467.56 | 1,970.93 | 810.08 | 1,025.98 | 803.99 | 1,093.90 | 2,078.14 | ..... | ..... | 15,722.74 |
| Water | 216.75 | 29.75 | 108.38 | 40.50 | 40.50 | ..... | 122.42 | 150.00 | ..... | ..... | 748.80 |
| Electricity | 2,221.09 | 1,608.39 | 2,120.14 | 156.71 | 166.94 | 240.24 | 634.80 | 914.41 | 37.15 | ..... | 8,149.87 |
| Telephones | 330.60 | 161.75 | 143.80 | 128.35 | 128.35 | 141.25 | 131.35 | 162.13 | 230.10 | ..... | 1,557.68 |
| Gas | 155.13 | 57.52 | 39.50 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 252.15 |
| Travel, Trucking Expense | 166.75 | 32.53 | 9.48 | 187.39 | 6.50 | 195.61 | 33.53 | 25.30 | ..... | ..... | 657.59 |

| | | | | | | | | | | | |
|---|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------------|--------------|
| Repairs, Replacements | 4,931.61 | 1,216.79 | 307.00 | 1,279.72 | 285.08 | 906.83 | 1,005.34 | 1,643.88 | ..... | ..... | 11,576.25 |
| Upkeep of Grounds | 2,157.86 | ..... | 21.12 | 26.75 | ..... | 1.75 | 37.70 | ..... | ..... | ..... | 2,245.18 |
| Wages of Maintenance | 1,969.93 | 308.13 | 45.66 | 137.77 | 91.71 | 91.71 | 160.49 | 160.49 | ..... | ..... | 2,965.89 |
| Other Expenses of Maintenance | 953.88 | 255.61 | 150.75 | 6.48 | 26.75 | ..... | 120.09 | 299.21 | 99.00 | ..... | 1,911.77 |
| Snow Removal | 133.94 | 59.29 | 161.36 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 354.59 |
| New Equipment and Capital Outlay | 1,804.51 | 143.60 | ..... | 12.94 | ..... | 6.75 | 374.75 | 180.07 | ..... | ..... | 2,522.62 |
| School Libraries | 950.91 | 256.34 | ..... | 14.75 | ..... | 31.91 | 1.05 | 1.00 | 29.51 | ..... | 1,285.47 |
| Promotion of Health — Med. Examinations ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Nurse Service and Supplies ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2,242.00 |
| School Dept. Automobiles ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 5,113.40 |
| Driver Education Automobile | 300.76 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 337.79 |
| Transportation | 8,631.90 | 3,911.30 | 2,217.00 | 1.50 | 2,181.60 | 1,652.50 | 4,256.50 | 3,034.30 | ..... | ..... | 300.76 |
| Insurance ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2,151.50 |
| Physical Education Supplies | 3,245.11 | 230.04 | 32.90 | 8.00 | ..... | 13.95 | 8.00 | 11.50 | ..... | ..... | 28,038.10 |
| Music | 1,462.79 | 18.20 | 15.28 | 47.60 | 19.50 | ..... | ..... | ..... | ..... | ..... | 9,095.32 |
| Graduation Expenses | 448.51 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 3,549.50 |
| Exhibitions | 66.99 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,563.37 |
| Evening Practical Arts ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 448.51 |
| Science | 677.55 | 20.33 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 66.99 |
| Cafeteria Operators ..... | ..... | ..... | ..... | ..... | ..... | ..... | 100.00 | 100.00 | ..... | ..... | 709.84 |
| Retirement Pensions ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 697.88 |
| Other Auxiliary Agencies | 2.50 | 14.92 | 18.25 | 2.25 | 2.00 | 2.00 | 2.00 | 5.60 | 3,189.72 | ..... | 200.00 |
| COST PER SCHOOL | \$190,427.50 | \$70,024.70 | \$92,632.18 | \$25,471.89 | \$24,954.84 | \$28,052.13 | \$51,982.03 | \$53,168.39 | \$64,969.30 | \$2,151.50 | \$603,834.51 |
| AVERAGE MEMBERSHIP .. | 540 | 290 | 451 | 112 | 101 | 100 | 177 | 232 | 2,003 | — | 2,003 |
| COST PER PUPIL | \$852.64 | \$241.46 | \$205.37 | \$227.42 | \$247.08 | \$280.52 | \$293.63 | \$229.17 | \$32.44 | — | \$301.47 |

DEPARTMENTAL REPORTS

The teachers of special subjects and department heads have submitted their annual reports to this office. Because of the length of these reports and on account of the fact that much of the information contained therein is for administrative purposes, we shall publish only those parts that might be significant in respect to our general educational progress.

VOCAL MUSIC

In September 1961 each teacher in the elementary schools was given an outline of the area to be covered during the school year. This outline included the methods of presenting the music activities so that they would be valuable in a progressive development of the vocal skills. The usual instruction was given to the Boys' and Girls' Glee Clubs and a special group called Turn-a-ires. Exchange concerts were conducted with Hopkins Academy, and the usual participation of our Glee Club members was enjoyed at the All-State Festivals. The music outlines as prepared by Miss Argy serve as condensed courses of study or curriculum guides for the elementary teachers.

INSTRUMENTAL MUSIC

The instrumental music program in the schools is now being instructed by Mr. Donald Short. Mr. Short is conducting his activities in accordance with the previous schedule, with attention being given to the Elementary Band, High School Band, Swingsters and Twirlers.

STRINGED INSTRUMENTS

Instruction in the stringed instruments has continued under the supervision of Mr. Warren Brigham. Although orchestral instruction is not as popular as that of band instruction, nevertheless, Mr. Brigham has succeeded in developing and maintaining considerable interest in the stringed instrument program and is laying the foundation for a good school orchestra.

DRIVER EDUCATION

During 1961, thirty students received operators' licenses. The Driver Education car was driven approximately 1000 miles, with operating costs of \$139.48. Driver Education meetings were held with pupils of High School age and the usual educational tools and devices were employed during the instruction of the pupils. Mr. Fugere attended several conferences, and eight of his pupils participated in the annual Road-E-O. One of our High School pupils won the event and gained permanent possession of the trophy.

AUDIO-VISUAL

A new motion picture projector and an opaque projector were added to this department during 1961. There has been a definite increase in requests for audio-visual equipment and of course with increased use it has been necessary to face the problem of more repairs and replacement of outworn parts and equipment. It appears that the basic devices — motion pictures, film strips and records — provide an adequate basis for an instructional program in practically any subject. A lot is being printed today about the more exotic and more expensive audio-visual schemes, including educational TV, teaching machines, etc., but as yet they have been unable to establish themselves as deserving such financial investments by a school system with an average budget.

ART DEPARTMENT

The Art Department continued to make its contribution to the com-

munity life of the secondary schools and contributed to several exhibits in this area. There has been an increase in the interest in free-hand art to the extent that all who wish to take it cannot fit it into their class programs. In October, during National Education Week, an art exhibit was held in the High School gymnasium where the work of the elementary pupils was shown and clearly demonstrated the transfer of art learning from one grade into the next.

HIGH SCHOOL LIBRARY

Continued financial support has made it possible to acquire over 300 new volumes, so that the library now has a total of 5306 volumes. Expanded programs in science, mathematics and the social studies seem to invite more pupils to participate in our library program. There are still some problems which have been perennial whereby the school library cannot be used solely for library purposes and no doubt will have to continue until additional facilities are available. There is an average daily circulation of approximately 40 books.

SPEECH THERAPY

During the fall semester of 1961, audiometer tests were administered to the total enrollment of 2038 pupils. The results of these tests indicated that 95 failed the first test and during the re-testing program, 34 were detected with varying degrees of hearing losses. Speech correction classes and instruction in lipreading was started late this year on account of the total testing program. At present, 133 pupils are enrolled in our speech classes and 11 in lipreading.

SPECIAL EDUCATION

Since September 1960 there has been one class only in Special Education. This is continued at the Hillcrest School and includes pupils with intelligence quotients ranging from 50 to 79. The group has made good progress under the capable instruction and guidance of an experienced teacher, Miss Marian Cowan. The Town of Montague receives reimbursement for one-half the cost of instruction and other expenses for this type of instruction. As stated in the previous paragraph, those pupils whose I.Q.'s are below 50 are sent to the trainable class at Greenfield.

INDUSTRIAL ARTS

The Industrial Arts Department has continued to offer instruction in woodworking, introductory sheet metal and basic mechanical drawing. An additional course in advanced mechanical drawing is offered to college preparatory pupils during the afternoon because it cannot be fitted into the program of a five-hour day. The advanced group visited General Motors assembly plant at Framingham where they observed the process of the production and assembly line method in an automobile factory. A course in auto mechanics was added to the study of industry. It is basically theory because of the lack of space and equipment.

HOME ECONOMICS

The Home Economics program continued under the usual type of instruction as in previous years. Miss Alice Reum presented her material in a way that was attractive to the girls who were interested in the practical values of the subject. Pupils were taught the basic needs of homemaking and the girls of her department participated in the usual school activities such as banquets, open house programs, and rendering service at the refreshment booths during athletic contests. In addition to the High School pupils enrolled in her department, the seventh grade girls are required to have one semester of Home Eco-

nomics and, likewise, the eighth grade girls. A full year of Home Economics should be required in Grades 7 and 8, and there again, there is not sufficient time under the present schedule to devote to the basic needs of a good homemaking program.

SCHOOL SAVINGS PROGRAM

The December report of the Crocker Institution for Savings for the School Thrift Program is as follows:

Balance, December 31, 1961, \$100,464.40, with participation as follows:

| | |
|------------------------|--------------|
| High School | \$ 44,693.99 |
| Grammar School | 14,128.15 |
| Hillcrest School | 17,272.12 |
| Highland School | 4,705.22 |
| Montague Center School | 4,351.46 |
| Central Street School | 2,635.82 |
| Montague City School | 2,056.38 |
| South End School | 4,550.70 |
| St. Anne's | 2,001.30 |
| Teachers | 2,749.47 |
| Inactive | 76.13 |

SCHOOL LUNCH PROGRAM

In order to give some idea of the participation of our schools in the School Lunch Program, we are submitting some information from the December Report and Claim for Reimbursement:

| School | Enrollment | ½ Pint Bottles Milk | Meals Served |
|---|------------|------------------------|-----------------|
| Turners Falls High School & Grammar School | 858 | 2100 | 566 |
| Hillcrest School | 388 | 4600 | 2561 |
| Highland School | 160 | 2400 | 1627 |
| Montague Center | 193 | 2623 | 1718 |
| Central Street School | 112 | 745 | — |
| South End School | 115 | 713 | — |
| Montague City School | 96 | 1042 | — |
| | | <hr/> 14,223 | <hr/> 6472 |

The month of December was a short school month, where the School Lunch Program operated fifteen days and, in some instances, only fourteen.

DEPARTMENT HEADS

At present the following High School teachers are acting as Heads of the several departments:

| | | |
|---------------------------|---|-----------------------------|
| Mr. Frederick Oakes | — | English Department |
| Miss Evelyn Lindsay | — | Mathematics Department |
| Miss Olive Little | — | Commercial Department |
| Miss Louise Clark | — | Foreign Language Department |
| Mr. Charles Galvin | — | Science Department |
| Mr. Constantine O'Doherty | — | Athletic Department |

These Department Heads have submitted their annual reports to this office and the information contained therein will be used for administrative purposes.

RECOMMENDATIONS AND PROPOSALS

1. **Longer School Day** — I continue to advocate a longer school day for the Grammar School and the Turners Falls High School. Al-

though the School Committee has considered this proposal several times, I re-submit it for future discussion. I will not go into detail or present arguments to support my opinion because these have been recorded in previous meetings.

If we admit that our educational needs differ today from those of forty to fifty years ago, then we wonder if we can meet these new demands without some changes. During School Committee interviews with staff members, questions were asked regarding certain subject material, and often the answer was that there was not time enough to present it. It is still my contention that the addition of another period to the school day would make program procedures more flexible and would allow for a better adjustment of conflicts in subjects and permit a greater variety of choices for individual pupils. Probably one benefit would be that our secondary pupils would be exposed to about 720 additional hours of school, with the minimum of over 500 hours of classroom experiences during their High School careers. Arguments against the mechanics of operation should be taken care of by efficient organization and administration. Montague is paying teachers' salaries on practically the same basis as other towns where the High School day may be an hour or more longer. In these other towns, teachers have to remain for special help and afternoon sessions as well as they do in Montague.

2. Additional Space in High School — In planning expansion for our increased enrollments on the High School level, we should not only enlarge the school but try to improve its functions. Although the original High School building was constructed in 1904 and eight classrooms and an auditorium and gymnasium were added to the existing structure in 1937, it is still possible, by a skillful blending of design and educational relationship, to fuse new units into the present plan so that the new parts will not stand out in marked contrast to the original structure. Some facilities of the existing plant are good. The administrative offices are adequate. We have a good chemistry and physics laboratory. Our library, with its old-fashioned architecture, gives the room dignity and airiness. The auditorium and gymnasium are satisfactory. Cafeteria facilities are not good, and the Commercial Department needs modernization, and of course the locker and shower rooms and the storage facilities have been the subject of previous considerations.

3. Relocation of Fence — This item has appeared in previous annual reports, but on account of other very urgent expenditures, the committee has deferred action. I know that the committee realizes that this probably should be done but of course it should wait until a more opportune time.

4. Plans for Future Development of Athletic Field — I would recommend that the Physical Education Department submit some plans for the future development of our athletic fields. This has been urged by school officials for some time. Presently the only blueprint available is one that was issued by the administration. The installation of new tennis courts at the High School means that permanency of location should be a factor during their construction, and each year the town is spending money for the maintenance of its athletic fields and grounds and this should be done with regard to a definite plan for the future so that the money now expended will not be wasted.

5. High School Cafeteria — We advocate that the committee review the School Lunch project at the High School Cafeteria. It is not operating with the same degree of success as our other School Lunch programs. There are several reasons for this. Although many pupils

return for afternoon activities, for some reason they do not take advantage of the High School lunch services. It is our opinion that one reason for the lack of participation is that the High School day ends at one o'clock and pupils who live in this precinct may return to their homes for lunch. Out-of-town pupils have at least an hour before afternoon activities and evidently many prefer to go downtown for their lunch and probably enjoy being removed from school environment and supervision for an hour or so.

6. School Administration and Business Management — During my previous report, I suggested that the present accounting system should be revised so that we might have a more efficient and immediate control of our financial responsibilities. The office staff is faced with an increase in responsibilities in bookkeeping, payroll, retirement deductions, Blue Cross - Blue Shield, insurance and school cafeteria finances. The addition of an Administrative Assistant may give some relief and we believe will result in the institution of an accounting system that is more modern.

7. N.D.E.A. Act — I would recommend further applications for more funds under the different titles wherever we are eligible for such a grant. For the past two years, we have received reimbursements under Title III, Mathematics and Science, and Title V, Guidance Programs.

8. Study of the School Adjustment Counsellor Program — In August 1955, the School Adjustment Counsellor Program was established by law. This program is concerned with the child who is not as happy in school, or is not as successful as he might be because of some social or economic problem. Its purpose is to facilitate in the early detection of children manifesting traits tending towards trouble in later years. A town employing a School Adjustment Counsellor in accordance with this section of the law, is eligible to receive \$4,500 annually from the Commonwealth for the expense and salary of such an official. At present, 73 school systems in the Commonwealth employ counsellors. I would recommend that we investigate the program to see whether or not there is a need for such a member of the school staff.

9. Civil Defense in Our Schools — Perhaps there should be a place in our curriculum for information regarding what people should need to know about the dangers of thermo-nuclear attack and what they might do to protect themselves. Furthermore, maybe it is a responsibility that we should assume. Adequate shelter, warning, radiological monitoring, operational plans, survival techniques are all parts of a total program that is important and for which there should be a plan. If it is important, where should it be taught in our schools and what subject should be eliminated in order to find time to teach it? If we don't have time, should not we make time, because what good will be time if we do not survive to use the knowledge and information gained in other courses. There are no easy answers and no cheap answers to this question of fallout protection, but there are some answers and they might be found in a course of instruction as conducted by qualified people. We have been told that the need is imminent and, on the other hand, we read advertisements stating that purchases of bomb shelters are given twenty-four months in which to pay.

10. Continue Active Study of High School Heating Units — During the past year it was necessary to replace the oil gun gears on the High School boilers because they had become worn to a point where they were useless. As stated previously, parts of this type of burner are no longer manufactured. A study of this situation should be made

without too much delay because it is a replacement that will be expensive and will have to be made with regard to future use of any current investment.

11. Girls' Physical Education Program — I would recommend that the committee study the girls' physical education program with the thought that under the present arrangement there may be too much for one person to handle efficiently. When we consider the number of our men who are identified with the boys' physical education program as compared to the one person who is handling the total physical activity for the girls, it might appear that perhaps we should give serious thought to the question as to whether or not the girls are getting adequate attention. Mrs. Reidy has conformed strictly to her schedule and visits her elementary classes with regularity. She has large groups in the Grammar School and the High School, together with extra-curricular activities such as basketball, tumbling, and softball. We have sufficient field area to encourage additional girls' sports, but there is not sufficient instruction available.

12. Art Instruction — Observations in this area seem to warrant a study of whether or not a full-time art instructor is needed on the secondary level and another in the elementary grades. Demands for art instruction on the High School level have increased to the point that it has been difficult for Miss O'Brien to visit the elementary schools as frequently and with the same degree of regularity as in the past. Our elementary teachers and pupils need this supervision, because the elementary grades are the foundation years for interest in art on the upper level.

13. Program for Emotionally Disturbed Children — Chapter 750 of the Acts of 1960 provides for the instruction, training and support of certain emotionally disturbed children. The effective date of this new statute is January 1, 1962. This new program provides for the instruction and training of certain emotionally disturbed children and the reimbursement to cities and towns for expenses incurred in connection therewith. The committee will have to assess the present needs and services for this type of child and take steps to implement this mandatory program.

CONCLUSION

In times like these, when every schoolhouse should serve as a reinforced bomb shelter and there is evidence that we are going to have larger enrollments and a need for more classroom space, higher taxes on account of schools, and increased budgets, more mathematics, science and languages, it is difficult to find time to peer into the future and make what has been called an "educated guess" about what is in store for school administration.

If there is any history left over after the world currently gets through giving history the works, the next few years may well go down into the records as an era when baton twirling and the twist were replaced by a study of the wiles of Communism and the perils of radioactive fallout. There will be a tougher climate of learning, new discoveries in the field of space will mean that Junior High School pupils will be exposed to some science and math that was previously taught in High School, and High School students will deal with problems that were introduced at college. In the next few years, there will be more public interest in education because there will be more public around to participate, and there will be more educational meetings and conferences because it is a natural phenomena that holds that the number of meetings increase in direct ratio to the number of people

around, and therefore, more people to talk, more ideas to talk about, and consequently, more dilemmas to talk our way out of.

On the serious side, it is safe to say that the mood of the people has changed and the public is placing a new stress on values and standards, on hard work and on a more firm discipline during that period when children are too young for self-discipline. There will be a demand for re-establishment of priorities in education, and this will require teachers who not only have studied education but who have knowledge of the humanities as well. Teachers will really have to know their subject matter and also have a broad scope of the modern world. In today's world, it is said that our teachers will need all the knowledge, sense and sanity that they can muster.

Teachers should not be entrenched defenders of what they are now doing merely because they have done it that way for so long and they claim that it has always worked. It will be well to realize that science and mathematics education are not the only needs in the world today. Fully as important to the promotion of democracy and the preservation of peace are philosophy, social studies, literature and the languages. Therefore, it will be sensible for teachers not to remain smug and secure behind the confines of the classroom. The good teacher will change her methods to suit the times. The making of a teacher does not stop with college. To the contrary, it is a lifetime job and the alert teacher will reorganize, overhaul and reconstruct her aims, curriculum and teaching methods and will be willing, patient and unselfish in her time and talents, not just to meet the requirements of a salary schedule but to recognize the trust that the public has placed in her, namely, to be the leader in creating better men and women.

In conclusion, I wish to express my thanks to the various organizations and town agencies that have contributed toward the welfare of our schools, teachers, custodians and other staff members have cooperated in an effort to help us maintain our standards and traditions. And finally, we recognize the efficiency and loyalty of the office staff, Miss Catherine Kelley and Mrs. Irja Haynes, in maintaining good public relations and our traditional administrative policies.

Respectfully submitted,

ARTHUR E. BURKE

Superintendent of Schools

REPORT OF THE HIGH SCHOOL PRINCIPAL

Mr. Arthur E. Burke
Superintendent of Schools
Turners Falls, Massachusetts

Dear Mr. Burke:

I am submitting my twenty-fourth report as Principal of the Turners Falls High School for the year 1961.

Since 1937 when I wrote my first report we have seen many changes in enrollment, educational trends, faculty and a great increase in the number of students applying for admission to colleges and other schools of higher education.

In 1938 we had a high school enrollment of 593 pupils. This number gradually declined until now twenty-four years later we again climb upward to the same or greater enrollment.

In September of this year — student enrollment on the first day was 574. At present writing our pupil population is 586 pupils.

The student body is organized as follows:

| Class | Boys | Girls | Total |
|----------------|-----------|-----------|-----------|
| Freshmen | 81 | 98 | 179 |
| Sophomores | 89 | 68 | 157 |
| Juniors | 55 | 61 | 116 |
| Seniors | 59 | 65 | 124 |
| Post-Graduates | 9 | 1 | 10 |
| | <hr/> 293 | <hr/> 293 | <hr/> 586 |

Geographical Distribution of Students

| | P.G. | Sr. | Jr. | Soph. | Fresh. | Total |
|--------------------|----------|-----------|-----------|-----------|-----------|-----------|
| Turners Falls | 5 | 58 | 62 | 83 | 88 | 296 |
| Millers Falls | 1 | 11 | 7 | 19 | 23 | 61 |
| Montague Center | 1 | 16 | 16 | 31 | 24 | 88 |
| Riverside and Gill | 1 | 22 | 15 | 18 | 28 | 84 |
| Montague City | | 14 | 6 | 2 | 8 | 30 |
| Lake Pleasant | 1 | 3 | 10 | 3 | 8 | 25 |
| Greenfield | 1 | | | 1 | | 2 |
| | <hr/> 10 | <hr/> 124 | <hr/> 116 | <hr/> 157 | <hr/> 179 | <hr/> 586 |

ENROLLMENTS BY SUBJECTS

English Department

| | Boys | Girls | Total |
|-------------|-----------|-----------|-----------|
| English I | 82 | 99 | 181 |
| English II | 90 | 70 | 161 |
| English III | 59 | 64 | 123 |
| English IV | 70 | 62 | 132 |
| | <hr/> 301 | <hr/> 295 | <hr/> 597 |

Foreign Language Department

| | | | |
|------------|----------|-----------|-----------|
| French I | 42 | 27 | 69 |
| French II | 20 | 18 | 38 |
| French III | 5 | 12 | 17 |
| | <hr/> 67 | <hr/> 57 | <hr/> 124 |
| Latin I | 39 | 69 | 108 |
| Latin II | 26 | 43 | 69 |
| | <hr/> 65 | <hr/> 112 | <hr/> 177 |
| Spanish I | 18 | 29 | 47 |
| Spanish II | 16 | 15 | 31 |
| | <hr/> 34 | <hr/> 44 | <hr/> 78 |

Mathematics Department

| | | | |
|----------------------|-----------|-----------|-----------|
| Algebra I | 72 | 73 | 145 |
| Intermediate Algebra | 62 | 46 | 108 |
| Plane Geometry | 43 | 24 | 67 |
| Trigonometry | 29 | 17 | 46 |
| Applied Mathematics | 18 | | 18 |
| | <hr/> 224 | <hr/> 160 | <hr/> 384 |

Social Science Department

| | | | |
|-----------------------------|-------|-------|-------|
| United States History | 59 | 65 | 124 |
| Medieval and Modern History | 51 | 35 | 86 |
| Social Science | 34 | 16 | 50 |
| Ancient History | 35 | 33 | 68 |
| Government | 87 | 72 | 159 |
| | <hr/> | <hr/> | <hr/> |
| | 266 | 221 | 487 |

Science Department

| | | | |
|---------------------|-------|-------|-------|
| College Chemistry | 40 | 20 | 60 |
| College Physics | 30 | 10 | 40 |
| Biology | 52 | 62 | 114 |
| Practical Chemistry | 14 | 4 | 18 |
| Practical Physics | 19 | | 19 |
| General Science | 30 | 28 | 58 |
| | <hr/> | <hr/> | <hr/> |
| | 185 | 124 | 309 |

Industrial Arts

| | | | |
|--------------------|-------|-------|-------|
| Manual Training | 18 | | 18 |
| Advanced Shop | 25 | | 25 |
| Mechanical Drawing | 18 | | 18 |
| | <hr/> | <hr/> | <hr/> |
| | 61 | | 61 |

Commercial Department

| | | | |
|---------------------------------------|-------|-------|-------|
| Stenography I | | 36 | 36 |
| Typewriting I | 10 | 54 | 64 |
| Stenography II | | 22 | 22 |
| Typewriting II | <hr/> | 23 | 23 |
| Bookkeeping I | 19 | 48 | 67 |
| Bookkeeping II | 2 | 30 | 32 |
| Advanced Bookkeeping and Salesmanship | | 12 | 12 |
| Commercial Geography and Law | 18 | 34 | 52 |
| Commercial Arithmetic | 13 | 41 | 54 |
| | <hr/> | <hr/> | <hr/> |
| | 62 | 300 | 362 |

Home Economics

| | | | |
|------------------|--|----|----|
| Sewing — Cooking | | 30 | 30 |
|------------------|--|----|----|

Music Department

| | | | |
|--------------------|-------|-------|-------|
| Music Appreciation | 71 | 98 | 169 |
| Band | 15 | 30 | 45 |
| Orchestra | 6 | 9 | 15 |
| Swingsters | 7 | 5 | 12 |
| Majorettes | | 16 | 16 |
| Color Guard | | 6 | 6 |
| Glee Club Boys | 30 | | 30 |
| Glee Club Girls | | 60 | 60 |
| Turn-Aires | 8 | 12 | 20 |
| | <hr/> | <hr/> | <hr/> |
| | 137 | 236 | 373 |

Driver Education

| | | | |
|---------|----|----|----|
| Classes | 26 | 44 | 70 |
|---------|----|----|----|

Physical Education Department

| | | | |
|-------------------------|-----|--|-----|
| Boys Physical Education | 280 | | 280 |
|-------------------------|-----|--|-----|

| | | |
|--------------------------|-----------|-----------|
| Girls Physical Education | 275 | 275 |
| | | <hr/> 555 |
| Art Department | | |
| Freehand Drawing | 110 | 97 |
| Art Appreciation | 58 | 20 |
| | <hr/> 168 | <hr/> 78 |
| | | <hr/> 285 |

Changes Due To Increased Pupil Population

If the present enrollment trend continues, we expect to have more than 600 students enter in September with the result that every available facility will be used to accommodate the additional students.

During the past year all rooms were used every period of the day and all rooms were utilized for home rooms with the exception of the Art Room, the Chemistry Laboratory and the Physics Lecture Room. The Art Room and Physics Room were not used because the furniture in these rooms was not suitable for such a purpose.

We were able to reactivate the conference room after the purchase of arm chairs and also to use a room in the basement of the Grammar School building for Government and English classes otherwise it would have been difficult to find suitable class room space for these groups.

It is entirely possible that when school begins in September it will be necessary to use the Chemistry Laboratory, the Music Room, Cafeteria, Auditorium, and even the Gymnasium for classes and study halls, but at best these arrangements will not be satisfactory or effective for the most efficient teaching or organization.

The increase in enrollment means that additional teachers will be required and additional space must be found to accommodate their classes, all of which points up the fact that some provision for additional space must be made within the near future if we are to maintain the high standard of secondary education we have enjoyed in the past.

In addition to the need for class room space other facilities are needed and should be a part of our organization and I again recommend that some form of a language laboratory should be installed in order that the language teachers may be able to develop their program to the fullest extent.

The interest in Biology has been growing during the past two years and I feel that we should have larger facilities for laboratory work so that eventually we will be able to offer a second year course in this subject.

A first aid room to take care of emergencies during the school day is needed very badly particularly since the increase in our school population.

I realize that our present facilities will not permit us to find the space to put these recommendations into effect immediately but they again point up the fact that our housing situation will not be adequate for the type of program we wish to install for the education of our boys and girls unless steps are taken to remedy the situation.

The teachers' room is inadequate for a staff of twenty-eight teachers. Formerly the men members of the faculty used the conference room but since that is now used for classes they now use the women's teachers' room.

Graduates Attending Higher Institutes of Learning

Our graduates are continuing their education in 55 colleges from Maine to California at the present time.

Twelve Hospitals are training recent graduates in Massachusetts and New Hampshire in the field of nursing.

During 1961 — 39 graduates were accepted by colleges and schools from the class of 93 which received their diplomas from this school.

The tremendous growth of students planning to attend schools has made the college admissions more selective and with higher standards constantly being demanded by admission officers, and to meet these requirements we are constantly demanding more and more work of our college preparatory students.

All except Freshmen are taking five subjects and many are busy with six classes each day. Our requirements of four years of mathematics, social studies and three years of science, three years of language are directed toward giving students the best possible preparation for future college work.

The English program is directed toward the goal of critical thinking and analysis as well as exposing students to the best in world literature. Research papers, extensive outside reading and creative writing are included in their courses in an effort to acquaint them with the type of work they will meet later in college.

In the field of Mathematics students are being gradually introduced to higher mathematics since there has been a change made in some places from the traditional type of mathematics as it has been taught in the past, and it is our hope that it will be possible to give more time to a preliminary study of calculus after the basic forms have been mastered effectively.

We again recommend that a fourth year of French and a third year of Spanish be added to our language offerings if we are to keep abreast of the future demands of college.

Graduates Attending Higher Institutions of Learning

| | |
|---|--|
| United States Naval Academy, Annapolis | Indiana University |
| Mount Holyoke College | Bates College |
| Wesleyan University | Rhode Island School of Design |
| American International College | Elon College |
| St. Anselm's College | Northampton Commercial College |
| Bentley School of Accounting | Springfield College |
| University of Massachusetts | Dean Junior College |
| Skidmore College | Fitchburg State Teachers College |
| Boston University | Westfield State Teachers College |
| Holy Cross College | Jackson College |
| Colby College | Massachusetts College of Pharmacy |
| University of Southern California | Lowell Institute of Technology |
| Stockbridge | Catholic University of America |
| Anna Maria College | Trinity College |
| Vesper George School of Art | Fairfield University |
| Monmouth College | Gordon College |
| Becker Junior College | Lyndon Teacher College |
| Bryant College | Wayne University |
| Notre Dame College | Southern Connecticut College |
| Holyoke Junior College | McGill University |
| Berkshire Community College | Sienna College |
| Alliance College | Dunbarton College of the Holy Cross |
| Milwaukee School of Engineering | Massachusetts Museum of Art |
| Clark University | Oklahoma College for Women |
| Michigan College of Mining | Bridgewater State College |
| University of Connecticut | Our Lady of the Elms |
| Tufts College | |

Hospital Training Schools

| | |
|----------------------------------|------------------------------|
| Burbank Hospital | Cooley Dickinson Hospital |
| Peter Bent Brigham Hospital | Worcester Hahnemann Hospital |
| Franklin County Public Hospital | Lowell Hospital |
| Mary Hitchcock Memorial Hospital | New England Baptist Hospital |
| Henry Heywood Hospital | Boston City Hospital |

Guidance Council

The four guidance counselors in the high school are continuing to do valuable work in counseling our students in the problems which beset boys and girls in these important formative years.

Since our enrollment continues to grow their task is a more difficult one because of the time allotted to them for this work but they have been able to interview all of the pupils in their charge.

The fact that during the present school year one hundred and twenty transcripts have been sent to higher schools of learning is indicative of the steady counseling done by this group and the interest they have awakened in them toward future study.

They have been aided in their counseling by our testing program which now consists of:

1. Entrance examinations and aptitude tests for Freshmen.
2. National Education Development test for Sophomores.
3. Aptitude, achievement tests for a number of the Junior Class.
4. Merit scholarship tests for the Juniors.
5. College Board Examinations for Junior college preparatory students.
6. Individual testing where needed.

Our college catalogue and vocational guidance library is expanding daily and every attempt is being made to furnish materials to help students select vocational choices.

Our counselors now have several years of experience in the field of guidance and they make every effort to assess properly the strengths, weaknesses, aptitudes, talents and interests of the student so that he will have a better understanding of himself and be in a better position to select the college or vocation he wishes to enter.

Many believe that it is the counselor's job to tell students what they should do. Actually it is their job to help students to develop mentally, socially, and emotionally in order that they will realize their own strengths and weaknesses and thus make better decisions.

Our counselors are aided in their guidance through our cumulative history folders which begins to take shape in grade 7 when the student first meets his counselor.

Included in this folder which is transferred to high school is the family history, the names of his parents, the education, occupation, the number of children in the family, etc.

The student's history includes results of aptitude and achievement tests, current grades, leadership positions, personality traits, work habits, vocational choices and personal habits.

Each interview is recorded by the counselor together with the additional information he has received through his conference with the pupil.

At the end of each marking period the ranks are placed in the cumulative folder and the records of students failing are checked to determine the reasons for poor class work.

This is an important phase of our program since employers are demanding more and more information about scholastic records, work habits and personality.

These then are just a few facets of the program we have instituted and it is not only the task of the counselors but also the teachers to see that our students receive a broad curricular experience if they are to reach any measure of success when they leave our schools.

Student Activities

Although more than fifty percent of our students are carrying five and six subjects we have been able to continue our activity program in such a way that large numbers of our students are enjoying activities of cultural and athletic nature.

The Glee Clubs under the direction of Miss Florence Argy joined in a fine concert with the Glee Clubs of Hopkins Academy in exchange concerts in December and the band under the direction of Mr. Liberles combined with North Kingston High School of Rhode Island presented concerts in the spring.

For the first time in many years a musical comedy "Swinging High" was presented in which all groups participated.

The orchestra with Mr. Brigham directing continues to grow and the dance band "The Swingsters" engaged the attention of twenty students.

In the dramatic field the Seniors with Maurice Donovan, director, presented a difficult play "The Skin of Our Teeth" by Thornton Wilder to capacity audiences on both nights.

Our student assemblies with one act plays were a feature of the year, and Prize Speaking continues to be one of our top attractions.

These activities were directed capably by Mr. Maurice Donovan.

The Netop and Yearbook with Mr. Donovan as adviser appeared as usual assisted by a capable student staff.

The various clubs had a busy season with the Art Club creating decorations for school events, the Home Economics Club selling refreshments and preparing banquets for athletic teams under the direction of Miss Alice Reum.

The French Club with Mr. Routhier, the History Club with Mr. Garrahan and the Commercial Club with Miss Little and the Camera Club with Mr. Oakes gave outlets for students to participate in some activity.

The Magazine Drive again helped finance some of our program and also made it possible to award Scholarships at graduation. It is hoped that the number of scholarships will be increased in the near future. Miss McGillicuddy supervised this program in addition to her training of the student Library Aides.

Recommendations

Lockers — The present lockers were installed in 1937 and the locks are showing evidence of wear. All have the original locks but with time and use they have become useless. Janitors in the past have tried to repair them but many have now reached the point where new parts are needed and I hope that in the near future all will be checked and repairs made.

Storage — We lack storage place for books. At the end of the year teachers are forced to store them in lockers and whatever closet space is available.

Conclusion

As I began my twenty-fifth year I must again express my thanks for the help and assistance which many organizations and people have extended to our students over the years.

To the classes which have made commencement awards possible.

To the Alumni Association for its Scholarship awards.

To the American Legion and the Veterans of Foreign Wars for their awards and scholarships.

To the Rotary Club for its interest and support over the years.

To St. Kaziemerz and St. Stanislaus Societies, the Knights of Columbus, the Turners Falls Athletic Association, the Fraternal Order of the Eagles, the Turners Falls Womens Club, the Montague Teachers Association, the Superintendent of Streets, the Police Department, the Town Office and many individuals.

I am grateful for their efforts.

The interest and cooperation of the School Committee has been of great value to us and their confidence in the work which we are doing is encouraging.

We have been fortunate in having a faculty of serious and dedicated purpose and much of whatever success we have had is due to their conscientious day to day work.

Your assistance as administrator of our school system is greatly valued and your cooperation in our problems has been given most freely.

Respectfully submitted,

GEORGE F. WRIGHTSON
Principal

PHYSICAL EDUCATION AND ATHLETICS ELEMENTARY SCHOOLS — HIGH SCHOOL GIRLS

I herewith submit to you my annual report as Supervisor of Physical Education in the Public Schools of the Town of Montague.

In the elementary grades the physical educational program consists of physical fitness exercises, endurance running and square dancing. Grammar School girls were taught the fundamentals of basketball and tumbling.

Screening tests advocated by the President's Council on Youth Fitness to identify the underdeveloped pupil consists of three simple tests which measure strength, flexibility and agility. These are:

1. Modified pullups (for girls) — (arm and shoulder strength)
2. Sit ups (flexibility and abdominal strength)
3. Squat thrusts (agility)

These tests were given to 128 Grammar School girls and 199 High School girls. Eight Grammar School and six High School girls failed. More difficult tests will be given later.

Basketball numerals were awarded to the following girls of the Junior Class:

| | | |
|-----------------|-----------------------|-------------------|
| Judith Humphrey | Roberta Kuzmeskus | Martha Luey |
| Karen Plante | Carol Shirtcliffe | Jacqueline Jenkin |
| Sarah Lizotte | Marguerite Daigneault | Judith Martin |

The following Senior girls were awarded basketball medals:

| | |
|----------------------|-------------------|
| Virginia Busha | Susan Lanfair |
| (Co-captain) | Sandra Letourneau |
| Mary Ellen Borthwick | Norma Fredette |
| (Co-Captain) | Muriel Russell |

Basketball letters were awarded to the following:

| | |
|-----------------|----------------|
| Karen Plante | Susan Crossman |
| Judith Humphrey | Norma Fredette |
| Martha Luey | Muriel Russell |

The results of the Varsity games were as follows:

| | |
|------------------|-----------------|
| Turners Falls 35 | Arms Academy 46 |
| Turners Falls 15 | Greenfield 45 |

| | |
|------------------|-----------------|
| Turners Falls 18 | Arms Academy 24 |
| Turners Falls 8 | Greenfield 51 |
| Turners Falls 23 | Pioneer 10 |
| Turners Falls 18 | Pioneer 40 |

Tumbling letters were awarded to the following:

| | | |
|-----------------|-------------------|-----------------|
| Linda Houle | Carol Shirtcliffe | Yvonne Croteau |
| Nancy Bray | Kathy Dion | Pamela Lenois |
| Louise Lockhart | Josefa Welcome | Carolyn Cossett |

I would like to take this opportunity to thank Mr. Burke and Mr. Wrightson and in a special way all the teachers for their co-operation during the year.

Respectfully submitted,

(MRS.) HELEN C. REIDY

BOYS' PHYSICAL EDUCATION

Supervising the boys' Physical Education program in both the High and Grammar Schools are Mr. John Bassett and Mr. Harold Fugere. These boys are afforded the opportunity of participating in conditioning exercises, sports fundamentals, tumbling, marching, gymnastics and rope-climbing.

Included also is a physical fitness program given thrice yearly. This test is patterned after the military program and consists of pull up, push up, 2 minute sit up — 30 second squat jump and 1 minute burpee. The romps and horses continue to be part of our conditioning program and obstacle course. We look forward to the addition, in our program, of a giant push ball and "tug o' war" rope.

We attended the annual Physical Education Convention, the seminar at the annual Teachers' Convention and President Kennedy's Physical Fitness Convention.

Our new equipment this year consisted of mats, chin up bars and medicine balls.

Respectfully submitted,

HAROLD R. FUGERE

Instructor — Physical Education

REPORT OF THE ATHLETIC DEPARTMENT

During the past year Mr. Garrahan resigned as Tennis Coach to accept a position in the Framingham system.

Mr. Kenney was appointed Varsity and J.V. Basketball Coach.

Mr. Lyons was appointed Grammar School Coach of Football, Basketball and Baseball.

In the past year we had a very high participation in our Athletic program. The success of our program is shown by the increasing support of our community for which we are very grateful.

We would like to thank the following organizations for providing the funds necessary to film our football games, as well as the banquets and other athletic awards:

St. Kaziemerz's Society
 St. Stanislaus Society
 Turners Falls Athletic Club
 Turners Falls Eagles
 Turners Falls Knights of Columbus
 Turners Falls Rotary

The support and cooperation of all these groups is appreciated by the students and staff alike.

John Zywna won the "Canon" Novak Trophy as the outstanding football player of the season.

Edward Zewinski became the first Turners Falls player to win the outstanding football player award in the Thanksgiving Day Game presented by the VFW Post of Greenfield.

Our program was also aided by the Recreation Commission in the use of Unity Park and Hibernian Hall for our Freshmen and Grammar School teams. The Fire Department, Police Department, and the Highway Department were also very helpful to our program.

Our Tennis Team, coached by Mr. Garrahan, again won the Valley League Championship.

We had a very successful Christmas Basketball Festival which was won by our Basketball Team. The trophy is on display in our trophy case.

We are most grateful to the Woman's Club for their donation to help erect tennis courts here at the High School. The Track Team, led by their coach — Mr. Bassett, held a bottle drive to help build a track and realized over \$300. These will be welcomed additions to our physical plant.

During the year members of the staff were active in attending meetings and clinics held by the Valley League and the various coaches association.

Respectfully submitted,
 CONSTANTINE O'DOHERTY, JR.
 Director of Athletics

VARSITY BASKETBALL 1960-1961

The Varsity Basketball team played a total of 20 games winning 8 while losing 12 games.

The games were as follows:

| | |
|------------------|---------------------|
| Turners Falls 48 | Mahar 46 |
| Turners Falls 53 | Mahar 52 |
| Turners Falls 54 | Athol 52 |
| Turners Falls 46 | Frontier 44 |
| Turners Falls 43 | Greenfield 61 |
| Turners Falls 44 | Chicopee 75 |
| Turners Falls 50 | Northampton 56 |
| Turners Falls 44 | West Springfield 56 |
| Turners Falls 58 | Westfield 63 |
| Turners Falls 65 | Holyoke Catholic 63 |
| Turners Falls 52 | Holyoke 80 |
| Turners Falls 40 | Greenfield 35 |
| Turners Falls 54 | Chicopee 72 |
| Turners Falls 65 | Northampton 73 |
| Turners Falls 43 | West Springfield 76 |
| Turners Falls 46 | Westfield 59 |
| Turners Falls 56 | Holyoke Catholic 55 |
| Turners Falls 48 | Holyoke 65 |
| Turners Falls 56 | Frontier 50 |
| Turners Falls 45 | Longmeadow 65 |

Respectfully submitted,

GEORGE BUSH
 J. V. Coach

J. V. BASKETBALL 1960-1961

The J. V. Basketball squad played a total of 19 games winning 11 while losing 8 games.

The games were as follows:

| | |
|------------------|---------------------|
| Turners Falls 44 | Mahar 26 |
| Turners Falls 45 | Mahar 33 |
| Turners Falls 46 | Athol 38 |
| Turners Falls 70 | Frontier 56 |
| Turners Falls 54 | Greenfield 57 |
| Turners Falls 44 | Chicopee 45 |
| Turners Falls 53 | Northampton 47 |
| Turners Falls 58 | West Springfield 51 |
| Turners Falls 47 | Westfield 39 |
| Turners Falls 48 | Holyoke Catholic 50 |
| Turners Falls 40 | Holyoke 58 |
| Turners Falls 45 | Greenfield 35 |
| Turners Falls 34 | Chicopee 37 |
| Turners Falls 52 | Northampton 45 |
| Turners Falls 34 | West Springfield 35 |
| Turners Falls 49 | Westfield 43 |
| Turners Falls 50 | Holyoke Catholic 51 |
| Turners Falls 49 | Holyoke 52 |
| Turners Falls 36 | Frontier 38 |

Respectfully submitted,

GEORGE BUSH
Varsity Coach

FRESHMEN BASKETBALL

20 boys participated. Record: 15 wins — 0 losses — 0 ties.

MR. BASSETT
Coach

GRAMMAR SCHOOL

25 boys participated. Record: 8 wins — 4 losses.

MR. WOODCOCK
Coach

BASEBALL 1961

The squad played twenty-two games: winning eight, losing thirteen, and played one tie

| | |
|------------------|-------------------------------|
| Turners Falls 1 | Greenfield 3 |
| Turners Falls 1 | Chicopee 10 |
| Turners Falls 2 | Northampton 4 |
| Turners Falls 0 | West Springfield 15 |
| Turners Falls 2 | Mahar 3 (12 innings) |
| Turners Falls 4 | Westfield 5 |
| Turners Falls 5 | Athol 4 |
| Turners Falls 3 | Holyoke Catholic 6 |
| Turners Falls 0 | Holyoke 7 |
| Turners Falls 2 | Greenfield 6 |
| Turners Falls 0 | Chicopee 19 |
| Turners Falls 10 | Athol 5 |
| Turners Falls 9 | Northampton 5 |
| Turners Falls 2 | West Springfield 1 |
| Turners Falls 5 | Westfield 4 |
| Turners Falls 2 | Holyoke Catholic 2 (Tie) |
| Turners Falls 0 | Holyoke Catholic 1 (Play off) |
| Turners Falls 4 | Holyoke 10 |
| Turners Falls 2 | Frontier 1 |
| Turners Falls 2 | Frontier 1 |

Turners Falls 7 Mahar 4
 CONSTANTINE O'DOHERTY, JR.
 Coach

J. V. BASEBALL

The squad played 14 games, winning 3 and losing 11.
 EDWARD BOURDEAU
 Coach

GRAMMAR SCHOOL BASEBALL

The squad played ten games, winning four, losing six.
 GEORGE BUSH
 Coach

VARSITY TRACK

Defeated Amherst & Longmeadow
 Defeated Frontier & Amherst
 Defeated by Athol
 Finished 3rd in Franklin County Meet
 Defeated by Frontier & Greenfield
 Finished 3rd in Valley League
 Participated in Western Mass. Meet
 MR. BASSETT
 Coach

TENNIS

Won the Valley League Championship for the second time.
 CHRISTOPHER T. GARRAHAN
 Coach

FOOTBALL

The Varsity, J.V., Freshman, and Grammar School played a total of 28 games.

| | |
|------------------|----------------|
| Turners Falls 14 | Mahar 0 |
| Turners Falls 6 | Athol 6 |
| Turners Falls 15 | Amherst 6 |
| Turners Falls 18 | Adams 0 |
| Turners Falls 7 | Gardner 40 |
| Turners Falls 0 | Drury 7 |
| Turners Falls 8 | Northampton 28 |
| Turners Falls 8 | Westfield 28 |
| Turners Falls 0 | Greenfield 20 |

Won 3, lost 5, tied 1. The J.V. squad won 5, lost 1 and tied 1.

CONSTANTINE O'DOHERTY, JR.
 EDWARD BOURDEAU
 Coaches

FRESHMEN FOOTBALL

30 boys participated.

| | |
|------------------|---------------------|
| Turners Falls 0 | Athol 8 |
| Turners Falls 28 | Arms 6 |
| Turners Falls 8 | Deerfield Academy 0 |
| Turners Falls 6 | Frontier 0 |
| Turners Falls 18 | Mahar 6 |
| Turners Falls 8 | Greenfield 8 |

Turners Falls 40
 Won 5, Lost 1, Tied 1.

Northampton 14

MR. BASSETT
 Coach

GRAMMAR SCHOOL FOOTBALL

Initial turnout of candidates for 7th and 8th grade football team was 98. Because of limitations of coach and equipment it was necessary to cut the squad to 33 players.

A five game schedule was programmed, but because of difficulty in obtaining equipment we were forced to cancel the first game.

The result of the Schedule is as follows:

| | |
|-----------------|----------------------|
| Turners Falls 6 | Frontier Regional 18 |
| Turners Falls 0 | Mahar Regional 8 |
| Turners Falls 8 | Athol Regional 28 |
| Turners Falls 8 | Greenfield 14 |

JOHN E. LYONS, JR.
 Coach

MEDICAL — HEALTH REPORTS OF SCHOOL PHYSICIANS

Mr. Arthur E. Burke
 Superintendent of Schools
 Turners Falls, Mass.

Dear Mr. Burke:

The annual physical examinations at the Montague Center School have been completed. There was a change in the routine this year in that every other class was examined. Each pupil was examined individually and more thoroughly. I cannot say, however, that more pathology was discovered. There were no serious defects noted and the general index of health was good.

Miss Euphrasia Purrington and the teachers were very helpful and cooperative, and I wish to thank them.

Sincerely,

WARREN D. THOMAS, M.D.

Mr. A. E. Burke
 Superintendent of Schools
 Turners Falls, Mass.

Sir:

Physical examinations of the pupils in alternate grades were completed at the Highland School. In general, the health of those examined was excellent. All the new defects noted were minor ones and were reported to the parents concerned.

I believe examining every other grade has a definite advantage in that more time and care can be expended on each pupil.

The cleanliness and sanitation of the school building continues to be excellent. The cafeteria with its equipment, utensils and tables are maintained in a sanitary condition.

I believe that serious consideration should be made regarding the preparation and provisioning of the basement area as a fall-out shelter for those pupils, who for lack of time or transportation, would be

unable to get to their homes in case of a nuclear war. I believe this could be done with a minimum amount of time and money.

I wish to thank Miss Purrington, the teachers, and Mr. Marvel for their cooperation.

Respectfully,

EMID D. ELGOSIN, M.D.

Mr. Arthur E. Burke
Superintendent of Schools
Turners Falls, Mass.

Dear Mr. Burke:

I herewith submit my report as School Physician of Precinct 1 for the year ending December 31, 1961.

Physical Examinations were completed early this year and new procedures were instituted. The examinations were individually private and more extensive and for these reasons were far more satisfactory. Separate physical examinations were given those students participating in athletics.

While locker room conditions are greatly improved, I still believe that space requisites and ventilation are entirely inadequate.

It is of particular interest to me to note that throughout the country there have been medical panels of investigation of football injuries, and certain definite recommendations have been made to national suppliers of athletic equipment with their full cooperation. I strongly recommend that we conform to these findings, specifically as applied to new type helmets. The best possible equipment is the cheapest form of insurance.

The general health of the student body is entirely satisfactory and parents are to be commended for their cooperation. I wish to thank all — Miss Purrington, teachers and parents, who have aided me in this work.

Respectfully submitted,

KENNETH W. B. JACOBUS, M.D.

REPORT OF THE SCHOOL NURSE

Mr. Arthur E. Burke
Superintendent of Schools
Turners Falls, Mass

My dear Mr. Burke:

Health has been defined as a "state of complete physical, mental, and social well-being". It is more than the absence of disease. To promote and preserve this well-being in children in our schools, three areas are necessary: healthful environment, health services, and health education. To make sure that all of our pupils have the opportunity to understand health and the basic principles of well-being in life situations, health subject matter should be taught in the schools.

We are especially fortunate that every teacher has this health interest in the individual child in her own particular classroom. The School Nurse visits the classroom and particular children are referred to her. Why isn't Jane doing well in her studies? Is Jane getting enough sleep? What kind of food is Jane getting? Perhaps Mary is not hearing what is said to her. She may have very bad teeth. Does Jane understand the basic health principles? What are her attitudes and practices in respect to her health? As these needs

are met — so is Jane's progress in school. One working in the health area must know and understand the personality, the background, and environment of the child as conferences are held with teachers, parents, and others.

There are many ramifications in the work of a school nurse. She needs not only to keep abreast of the times in the many areas of the educational field, but also, due to the rapid advances in medicine, to take refresher work in the current nursing procedures.

This year an extra amount of time was spent with Mrs. Langevin, our Lip Reading and Speech Correction instructor, in complying with the state requirements that every child's hearing be tested. This ruling deprived our handicapped children with speech and hearing defects of nearly two months instruction.

Educationally, a hard of hearing child, whether one or both ears are involved, should have instruction in lip reading and speech correction if indicated, so that he may take his place in a society whose chief means of communication is the spoken word. If only one ear is involved and later he is totally handicapped audibly, the art of lip reading would be invaluable to him. This is a service that the town is most fortunate in offering to our hard of hearing children.

Mental illness is the number one health problem in our world today. Evidence of this is beginning to show in our school population. The services of the Franklin County Mental Health Center have been used several times to help with the problems of our children. The nuclear tests this year of the Soviets and the publicity given to this have had an effect on our youth as well as adults. As our Psychiatrist has stated of one child, "He was scared to death." Several conferences have been held with teachers and the Center's personnel. Arrangements were made for Dr. Margaret McManamy, Psychiatrist at the Center, to conduct a symposium at the Nurses' group meeting of the Annual Conference of the Franklin County Teachers' Association at Frontier Regional School. Dr. McManamy also spoke to all members of our faculty this fall.

The facilities outside of our town due to the resources as known by your school nurse, have met several of our handicapped children's needs. Among these have been the Kurn-Hattin School for Boys, Westminster, Vermont; Little Wanderers' Home in Boston; Canton State School for the Handicapped in Canton, Mass.; and the Adolescent Unit at the Children's Hospital, Boston.

Transportation has been provided for children to clinics and doctors' offices, including one child to Children's Hospital in Boston. Arrangements were made for one pupil to be admitted to Canton School.

The annual testing and complete histories as required by the Division of Special Classes was completed on twenty-two pupils during the April vacation. Four additional evaluations were done this fall.

Communicable diseases with the exception of the common cold are less frequent due to the use of sulfa drugs. We have had a few cases of chicken pox, measles, mumps, and one case of mononucleosis.

Twenty-one children attended the Greenfield Health Camp this past summer. This is the largest group that has ever attended this worthwhile activity. Two girls attended Camp Anderson at Lake Wyola.

Some areas of work covered as school nurse include:

- Vision and hearing testing
- Adjust counselor work
- Social service work
- A dental program

Truant work
Investigations
Secretarial work
School nursing

Mr. Francis Passino, who succeeded Chief James P. McHugh as attendance officer, has been most helpful in that capacity.

The new plan in health examinations giving more time to each individual pupil and a more thorough evaluation of the child's health has been much more satisfactory. The examinations were completed before the close of the year 1961. It is a very special pleasure to work with the three school physicians, Dr. Kenneth Jacobus, Dr. Emid Elgossin, and Dr. Warren Thomas. The town should be appreciative of that which they have contributed to the welfare of our children in the past, and that which they are continuing to contribute.

I wish to thank all who so very kindly assisted in my work as School Nurse.

Respectfully submitted,

EUPHRASIA PURRINGTON
School Nurse

GRADUATION EXERCISES OF THE CLASS OF 1961

Turners Falls High School Auditorium

Thursday, June 22, 1961

PROCESSIONAL

"War March of the Priests"

F. Mendelssohn

High School Orchestra

HONOR ESSAY:

"Individuality—Its Basis and Function"

Louise Marie Boulanger

HONOR ESSAY:

"The Perfect Balance"

Helen Margaret Fugere

HONOR ESSAY:

"Academic Freedom — The Key"

Sheila Phyllis Brown

SELECTION:

"Piano Concerto No. 1"

P. Tchaikowsky

High School Orchestra

COMMENCEMENT ADDRESS:

Mr. A. M. Paxton

"What Is The Hour?"

PRESENTATION OF DIPLOMAS:

Mr. Arthur E. Burke, Superintendent of Schools

PRESENTATION OF AWARDS:

Mr. George F. Wrightson, Principal

Rensselaer Polytechnic Institute Medal

Clarence W. Allen Post No. 178 Award

Esleek Award

Turners Falls Rotary Club Award

Turners Falls P.T.A. Scholarship

Montague Teachers Association Scholarship

Turners Falls Rotary Club Scholarships

Turners Falls Woman's Club Scholarship

Turners Falls High School Alumni Scholarships

Auxiliary Clarence W. Allen Post No. 178 Scholarship

Mary Ellen Borthwick

John Millett

Douglas Kuklewicz

Louise Boulanger

Gerald LeVitre

Ralph Fronckus

Carol Laskoski

Ellen Fleming

Michael Dunican

Norma Kells

Sheila Brown

John Millett

| | |
|---|------------------------------|
| Turners Falls A. C. Scholarship | Joseph Dlugosz |
| | John Kilgore |
| Americanism Awards — Clarence W. Allen Post No. 178 | |
| | Gerald Perkins, Sandra Kulch |
| Daly Solomon Post V.F.W. Scholarship | Philip Szenher |
| Class of 1913 Award | Mary Stotz |
| Class of 1932 Karle Schuhle Memorial Award | Ronald Clark |
| Class of 1938 Florence C. Porter Award | George Paulin |
| Class of 1938 George F. Wrightson Award | Sheila Brown |
| Class of 1945 Joseph J. Sheff Memorial Award | Peter MacIntyre |
| Class of 1947 Award | Christine Jackson |
| Class of 1952 Award | Helen Fugere |
| Class of 1953 Award | Philip Szenher |
| Class of 1956 Award | Warren Thomas |
| Chesok Award | Norma Kells |
| Greenfield Tap and Die Scholarship | Barbara Potosek |
| Project Scholarships | Helen Fugere |
| | Karen Molongoski |
| Richard E. Putnam Memorial Award | James Sweeney |
| Harvard Prize Award | John Zwyna |
| Pro Merito Awards | |

CLASS SONG:

Words
Music

Carol Laskoski
Ellen Fleming

ALMA MATER

CLASS MOTTO:

"Life Is a Balance to Weigh Our Worth"

RECESSIONAL:

"Pomp and Circumstance"

LIST OF GRADUATES

Class of 1961 — Turners Falls High School

| | |
|----------------------------------|-----------------------------|
| Girard Ferrol Arcand Jr. | Leon Paul Dubreuil |
| Donna Marie Bellemare | Sandra Lorraine Duncan |
| Yvonne Mary Boivin | *John Michael Dunican |
| Germaine F. R. Bordeaux | Kathleen Elizabeth Dzeima |
| Mary Ellen Borthwick | Fred George Ebeling |
| Robert Peter Boucher | John Oliver Emond |
| ††*Louise Marie Boulanger | Edna Rose Ann Feyrer |
| *Judith Ann Brown | §*Ellen Charlotte Fleming |
| ††*Sheila Phyllis Brown | Norma Ann Fredette |
| Carol Virginia Burek | \|\|Ralph Isidore Fronckus |
| *Virginia Irene Busha | ††*Helen Margaret Fugere |
| Leo Gene Harris Caouette | *Charles Howard Galvin, Jr. |
| Joseph Albert Caouette, Jr. | Richard Steven Grader |
| *Robert Leo Casey | Robert LeRoy Howe |
| Kathleen Ann Charron | *Christine Ann Jackson |
| Lewis Nathan Chase, Jr. | Walter Matthew Juskiewicz |
| William Henry Chase | *Norma Lillian Kells |
| #Ronald Aaron Clark | Douglas Elwood Kirkpatrick |
| Alfred Everest Courtemanche, Jr. | Lenora Helene Kostecki |
| Peter Fredrick Crossman | Douglas Edward Kuklewicz |
| Thomas Edward Cuff | Sandra Jean Kulch |
| Lucien Michael Desbien | Gregory James Kuzmeskus |
| *Joseph Frank Dlugosz, Jr. | Susan Avis Lanfair |

- Robert William Lapinski
 *Carole Ann Laskoski
 *Ruth Ann Le Blanc
 Ronald Ralph Lenois
 Sandra Karen Letourneau
 Gerald Lester Le Vitre
 Betty Ann Lysiak
 Peter Michael MacIntyre
 Joan Malek
 Jean Elaine Margola
 *John Baker Millett, Jr.
 Bernard Roger Miner
 *Karen Ann Molongoski
 Michael Harley O'Hara
 Gail Pauline Olson
 Gladys Mary O'Shea
 Chester Larry Ostrowski
 George Arthur Paulin
 Robert Edward Paulin
 •° Albert Ernest Pearce, Jr.
 Kenneth George Pearson, Jr.
 Barbara Carol Pelletier
 Gerald Robert Perkins
 Ronald James Pervere
 Paul Michael Petrushi
 Patricia Ann Pierce
 James Joseph Pine
 *Barbara Ann Potosek
 Jeanne Marie Prunier
 Elizabeth Jeanne Rastallis
 Harold Richard Reil
 Muriel Elaine Russell
 Judith Ann Sell
 Philip Walter Sheridan
 Judith Ann Slatkavitz
 Joanne Mary Sojka
 *Mary Margaret Stotz
 Francis Louis Sulda
 James Philip Sweeney
 *Philip John Szenher
 •*Ronald Robert Thomas
 ¶ Warren Dustin Thomas, Jr.
 Patricia Lorraine Walsh
 Ruby Margaret Williams
 Janice Michele Wirth

- * Pro Merito Scholastic Society
 ‡ Honor Essayist
 † Honorary Membership
 Woman's Club
 • St. Kazimierz Athletic Award
 ° Marston Award
 £ Turners Falls Military Band Award
 § Junior Woman's Club Music Award
 || Art Club Award
 # Rotary Athletic Award
 ¶ "Cannon" Novak Award

MEMBERSHIP BY AGE AND GRADE — OCTOBER 1, 1961

| GRADE | AGE | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | Over | Total |
|---------------|-------|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|----|----|----|----|------|-------|
| Kindergarten | Boys | 14 | 71 | | | | | | | | | | | | | | | | | | 85 |
| | Girls | 16 | 68 | | | | | | | | | | | | | | | | | | 84 |
| Grade 1 | Boys | | 9 | 80 | 10 | | | | | | | | | | | | | | | | 99 |
| | Girls | | 18 | 65 | 4 | | | | | | | | | | | | | | | | 87 |
| Grade 2 | Boys | | | 17 | 67 | 16 | | | | | | | | | | | | | | | 100 |
| | Girls | | | 11 | 55 | 7 | | | | | | | | | | | | | | | 73 |
| Grade 3 | Boys | | | | 11 | 57 | 7 | 1 | | | | | | | | | | | | | 76 |
| | Girls | | | | 15 | 63 | 6 | | | | | | | | | | | | | | 84 |
| Grade 4 | Boys | | | | 1 | 17 | 61 | 12 | 2 | 1 | | | | | | | | | | | 94 |
| | Girls | | | | 1 | 11 | 48 | 5 | 1 | | | | | | | | | | | | 66 |
| Grade 5 | Boys | | | | | | 22 | 64 | 6 | 12 | 5 | 1 | | | | | | | | | 94 |
| | Girls | | | | | | | 11 | 44 | 4 | | | | | | | | | | | 93 |
| Grade 6 | Boys | | | | | | 9 | | 65 | 4 | 1 | 1 | | | | | | | | | 70 |
| | Girls | | | | | | | | 8 | 38 | 7 | 1 | | | | | | | | | 80 |
| Grade 7 | Boys | | | | | | | | 18 | 51 | 7 | 1 | | | | | | | | | 55 |
| | Girls | | | | | | | | | 20 | 51 | 10 | 5 | | | | | | | | 77 |
| Grade 8 | Boys | | | | | | | | | 16 | 43 | 5 | 1 | | | | | | | | 86 |
| | Girls | | | | | | | | | 1 | 21 | 51 | 6 | 3 | | | | | | | 65 |
| Grade 9 | Boys | | | | | | | | | 1 | 35 | | | | | | | | | | 82 |
| | Girls | | | | | | | | | | | | | | | | | | | | 99 |
| Grade 10 | Boys | | | | | | | | | | | | | | | | | | | | 89 |
| | Girls | | | | | | | | | | | | | | | | | | | | 69 |
| Grade 11 | Boys | | | | | | | | | | | | | | | | | | | | 58 |
| | Girls | | | | | | | | | | | | | | | | | | | | 59 |
| Grade 12 | Boys | | | | | | | | | | | | | | | | | | | | 60 |
| | Girls | | | | | | | | | | | | | | | | | | | | 64 |
| P. G. | Boys | | | | | | | | | | | | | | | | | | | | 8 |
| | Girls | | | | | | | | | | | | | | | | | | | | 1 |
| Special Class | Boys | | | | | | | | | | | | | | | | | | | | 8 |
| | Girls | | | | | | | | | | | | | | | | | | | | 5 |
| TOTAL | | 30 | 166 | 173 | 164 | 173 | 160 | 166 | 159 | 151 | 170 | 181 | 146 | 125 | 88 | 13 | 2 | 1 | 2 | | 2070 |
| BOYS | | 14 | 80 | 97 | 89 | 92 | 83 | 88 | 67 | 77 | 83 | 83 | 87 | 68 | 44 | 8 | 1 | 1 | 2 | | 1064 |
| GIRLS | | 16 | 86 | 76 | 75 | 81 | 77 | 78 | 92 | 74 | 87 | 98 | 59 | 57 | 44 | 5 | 1 | | | | 1006 |

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